



Private Higher Education Institution
University American College Skopje

Self-Evaluation Report

For the academic year 2012-2013

Officially reviewed and approved

by the University Senate

June, 2014
Skopje

CONTENS

PART I – UNIVERSITY PROFILE.....	3
PART II – LEADERSHIP.....	9
PART III – STRATEGIC PLANNING.....	16
PART IV – STAKEHOLDERS.....	18
PART V – INFORMATION AND ANALYSIS.....	29
PART VI – HUMAN RESOURCES MANAGEMENT.....	34
PART VII – MANAGEMENT OF THE EDUCATIONAL PROCESS.....	48
PART VIII – RESEARCH AND PUBLISHING.....	51
PART IX – FINANCE.....	56
ANNEX 1 – ORGANISATIONAL STRUCTURE.....	59
ANNEX 2 – REPORT OF THE FINAL TEST CONDUCTED IN ACADEMIC 2012-2013 YEAR.....	60
ANNEX 3 – SATISFACTION OF STUDENTS FROM FIRST AND SECOND CYCLE OF STUDIES.....	63
ANNEX 4 – EMPLOYMENT AND EDUCATIONAL STATUS OF GRADUATES.....	72
ANNEX 5 – INDICATORS FOR MEASURING THE STUDENTS SUCCESS AND PROGRESS FOR THE ACADEMIC YEAR 2012/13.....	73
ANNEX 6 – DECISION FOR MEASUREMENT OF LEARNING OUTCOMES.....	80
ANNEX 7 – WORKS PUBLISHED DURING THE ACADEMIC YEAR 2012-2013.....	89
ANNEX 8 – BOOKS PUBLISHED DURING THE ACADEMIC YEAR 2012-2013.....	116
ANNEX 9 – MASTE THESES PUBLISHED AT SBEM IN THE ACADEMIC YEAR 2012-2013.....	120
ANNEX 10 – TUITION FEES FOR DIFFERENT PROGRAMS.....	122

Part I - University Profile

1. Which academic units is the University consisted of? State the year of foundation of every unit.

The University American College Skopje (UACS) was established in 2005 as one of the few independent, private universities in the country.

The University is an institution of higher education and research that combines the best of American and European educational experiences.

The University consists of six schools:

- School of Business Economics and Management (SBEM)
- School of Architecture and Design (SAD)
- School of Computer Science and Information Technology (SCSIT)
- School of Political Science (SPS)
- School of Foreign Languages (SFL)
- School of Law (SL)

2. Which programs and concentrations are offered at each academic unit?

Number and types of study programs at undergraduate level (first cycle)

1. School of Business Economics and Management

Total number of study programs: 5

Study programs in Business Administration, Management, Marketing, Finance, and Economics.

2. School of Architecture and Design

Total number of study programs: 1

Study programs: Architecture and Design.

3. School of Computer Science and Information Technology

Total number of study programs: 3

Study programs: Software Engineering, Computer Networks, and Management of Information Systems.

4. School of Political Science

Total number of study programs: 2

Study programs: International Relations and Diplomacy, and Human Rights.

5. School of Foreign Languages

Total number of study programs: 3

Study programs in: English Language and Literature, Translation and Interpretation in English, and Business Communication and Translation in English.

6. School of Law

Total number of study programs: 1

Study programs: Legal Studies.

Number and types of study programs of graduate studies (second cycle)

1. School of Business Economics and management

Total number of study programs: 6

Study programs in Business Administration, Management, Marketing, Finance, Economics, and Human Resources Management.

School of Architecture and Design

Total number of study programs: 4

Study programs: Architecture, Interior Architecture, Design, and Building Heritage

School of Computer Science and Information Technology

Total number of study programs: 3

Study programs: Software Engineering, Computer Networks, and Management of Information Systems.

2. School of Political Science

Total number of study programs: 2

Study programs: International Relations and Diplomacy, and Human Rights.

3. School of Foreign Languages

Total number of study programs: 2

Study programs: Business Communication and Translation in English, and Translation and Interpreting.

4. School of Law

Total number of study programs: 2

Study programs: Jurisprudence Law, and Business Law.

3. Which degrees are offered at each unit? Please provide details of any non-traditional programs as well.

UACS offers both undergraduate and graduate degrees in almost every major.

UACS offers undergraduate studies with duration of 3 years, during which the student acquires a minimum of 180 ECTS and a degree title in the specified field. The Graduate studies offer the possibility of acquiring the title Specialist or Master in the specified academic field. The specialization studies last 1 year and the student obtains 240 ECTS, which is equivalent to U.S. Bachelor. The Master's degree lasts for 2 years, and the student obtains 300 ECTS.

UACS employs the European model of continuous education. This includes an accelerated baccalaureate degree program as well as extended studies at the graduate level. The programs for

undergraduate and graduate levels are designed to be completed in 3+1+1 years, with the full option of transferring credits from other accredited institutions. Below one can see a list of degrees of European and U.S. equivalence:

Table 1. – Comparison of EU and US degrees

	Duration of the studies		
	3 years	4 years	5 years
EU Degree	Bachelor Degree	Specialist Degree	Master Degree
USA Degree	Associate Degree	Bachelor Degree	Master Degree

4. Please indicate the number of students in each academic unit.

Below you can see a list of the number of students at each academic unit for the academic year 2012/2013:

Table 2. – Number of students (Academic 2012/2013 year)

School	Undergraduate programs	Graduate programs
School of Business Economics and Management	475	139
School of Architecture and Design	210	88
School of Computer Science and Information Technology	51	18
School of Political Science	91	32
School of Foreign Languages	19	14
School of Law	71	55
TOTAL	917	346

5. Please specify the total number of employees at the University and indicate the number of administrative staff and faculty respectively.

Table 3. – Faculty

	Tenured Faculty	Adjunct Faculty	Visiting Professors	Total
SBEM	13	31	9	53
SAD	8	3	1	12
SCSIT	3	4	2	9
SPS	7	1	0	8
SFL	8	7	1	16
SL	4	4	2	10
Total	43	50	15	108

Currently, UACS has 31 employees in administration. The organizational structure of the administration is attached at the end of this report as Annex 1.

5.1 Please specify the accreditations the University has.

The University American College Skopje (UACS) is accredited by Board of Accreditation of Higher education of the Republic of Macedonia. It has license to operate issued by the Ministry of Education and Science. It is listed in a register of higher education Institutions of Republic of Macedonia.

Besides domestic accreditation, the University has three other international accreditations.

ACBSP (American Council for Business Schools and Programs) is the leading organization for accreditation of business education. It granted accreditation to the business program at UACS, which confirms that the educational process in the business-related programs at UACS meets the rigorous standards of this organization

ECBE (European Council for Business Education) awarded to UACS an Accreditation for its business programs. They are affiliates of the European Association for Quality Assurance in Higher Education (ENQA), which recognizes ECBE as an agency of quality. Through its accreditation programs ECBE ensures that accredited members have met the requirements of the European Higher Education Area (EHEA), as recommended by the European Commission in the Bologna Declaration. In addition to these requirements, the emphasis is on the needs of the students in the learning process. The results, in terms of knowledge and skills, are assessed in accordance with the guidelines of the European Quality Framework (EQF).

UACS received accreditation from the Turkish Council of Higher Education (Y.O.K.), which is the authorized institution for accreditation in the Republic of Turkey. The result is a full and formal recognition and accreditation of all programs by the Turkish government. The Council for Higher Education, which regulates all universities in Turkey, promotes accreditation studies as well, in order to improve the quality of higher education.

5.2 Please state the cooperation agreements the University has signed with other higher education institutions.

As an institution of international character, UACS has signed various cooperation agreements with universities in Europe and USA, enabling student exchanges, transfer of knowledge and information, as well as overall improvement of the educational processes. So far, agreements have been signed with the following institutions:

- East Carolina University, Greenville, North Carolina, USA
- Virginia International University, Fairfax, Virginia, USA
- John Cabot University , Rome, Italy
- GEA College, Ljubljana, Slovenia
- CMH – Center for International Hotel Management, Paris ,France
- VSEM College of Economics and Management, Prague, Czech Republic
- IEMI – European Institute of International Management, Paris, France
- Swiss Management Center, Zurich, Switzerland
- Vesalius College, Brussels, Belgium
- Horizons University, Paris, France
- Dauphine University, Paris, France
- ESIC Business and Marketing School, Valencia, Spain
- Saint Louis Community College, St. Louis, USA
- Gazi University, Ankara, Turkey

- Institute Supérieur de Gestion, Paris, France
- Worms University of Applied Sciences, Worms, Germany
- Technical University Vienna (TUWIEN) Institute for Urban Design, Vienna, Austria

5.3 Please state the following information:

- **Space provided for instruction (classrooms, laboratories, etc.)**
- **The equipment used for instruction (IT, specific equipment or software, etc.)**
- **Space provided for independent student work**

UACS is located in Skopje, municipality of Aerodrom, at: 60, Treta Makedonska Brigada. UACS has invested in equipment needed for effective teaching process, stationery, and necessary infrastructure. UACS premises comprise the same area as the previous academic year, i.e. 2, 500 m² (equally divided in east and west wing), and include:

- Amphitheatres
- Classrooms
- Library
- Computer labs
- Reading room with computers
- Cafeteria
- Offices

Classrooms and amphitheatres are equipped with computers, projector and screen/canvas; sound surround system, whiteboard, desks, chairs and heating/cooling. Computer labs are equipped with computers for each student, the number of computers depending on the size of the lab. Computers are available in the reading room, and there is wireless Internet access throughout the university area.

5.4 How many books does the library have?

- **How many titles?**
- **How many titles older than 3 years from the current latest edition or older than 5 years?**
- **How many readers and other auxiliary teaching materials does the library have?**
- **How many titles were published by UACS in the last academic year (specify the titles in Annex).**

The library is an integral part of the University and is divided in two parts, a library and room to store books. The library is not open to public, which means that it requires registration and it is only available to students and staff of the university. The library has more than 2340 titles (domestic and foreign literature), and has a library fund of over 9500 books, including scripts and readers. Library material is processed according to UDC (Universal Decimal Classification) used in COBISS system searching literature and each book has its own signature.

UACS is proud that its library offers electronic database EBSCO HOST. It is used for students both on undergraduate and graduate level. For undergraduate, usually for their final projects as well as assignments. For graduate students, it is actually the main source of reading materials. And of course, most of the faculty uses EBSCOHOST for research.

The library offers both domestic and foreign magazines and newspapers that can be used in the reading room, and is equipped with photo-copier machine for the needs of students and staff.

5.5 How is the Student Affairs Office organized and what kind of support does it offer to students?

The Student Affairs Office i.e. Records Office is organized in a way that it meets the needs of prospective and current students in terms of educational development in higher education. For easier coordination, the office is divided in two departments: Department for undergraduate studies and Department for graduate studies.

The coordinators within each department are as follows:

1. **Iva Gjorgjieva** and **Sandra Klimoska** are coordinators of the students at:
 - a. The School of Business Economics and Management, from 1 to 3 year of study (undergraduate level)
 - b. The School of Architecture and Design 1 to 5 year of study (undergraduate and postgraduate level)

2. **Magdalena Goshevsk**a and **Sonia Filipovsk**a are coordinators for the graduate studies at:
 - a. The School of Business Economics and Management- MBA Program - 4 and 5 year
 - b. The School of Business Economics and Management- MA program - 4 and 5 year
 - c. The School of Computer Science and Information Technology - 4 and 5 year
 - d. The School of Political Science - 4 and 5 year
 - e. The School of Foreign Languages - 4 and 5 year
 - f. The School of Law - 4 and 5 year

3. **Elena Popovsk**a is the coordinator of undergraduate studies at:
 - a. The School of Computer Science and Information Technology - 1 to 3 year
 - b. The School of Political Science - 1 to 3 year
 - c. The School of Foreign Languages - 1 to 3 year
 - d. The School of Law - 1 to 3 year
 - e. Part-time students at all schools at UACS

The Records Office provides support to students in terms of:

- Complete and written correspondence with prospective students, current students and all stakeholders that would need information about undergraduate and graduate programs, the method of study, examinations, re-taking, payment, required and elective courses, etc.
- Forwarding information from the academic staff, to the information officer in order to inform all students affected by the change
- Preparation of a report at the end of each semester according to the Decision on the definition of indicators to measure the success of the full-time graduate students
- Registration of new students, registration of existing students in each semester
- Assist in the transfer of students from the full-time to part-time students and vice versa, as well as students who come from other institutions to UACS
- Monitor the studies of the students, their attendance at classes and their success
- Advise student about their grade average and selection of courses etc.

Part II - Leadership

1. How managers (deans, academic coordinators, heads of departments) and faculty are motivated and supported to be personally involved in creating and keeping the core values, strategies, guidelines, job expectations and student focus?

- Please include specific examples that support teachers at the beginning and throughout the academic year.

The support is primarily expressed through the Academic Scientific Council (ASC) meetings, but also through a variety of other meetings at the schools: Town Hall Meetings, Socialization Training, Research Seminar Series, and other types of trainings and workshops. It is expressed through transparent processes and procedures, financial support for membership in various bodies, financial support for research, financial support in organizing activities, events, etc.

School of Business Economics and Management (SBEM): Socialization Training is organized for each teacher who is to become involved in teaching. The training is also a requirement for the teacher to begin teaching a course. In addition, for each of these teachers, a mentor-teacher is appointed who works constantly with them in terms of establishing the syllabus, testing, evaluation etc. For existing teachers, support is given through the exchange of ideas and experience, additional training seminars and meetings within the ASC, meetings of departments and vocational development seminars organized internally and by other institutions. The feedback that teachers receive based on 360 evaluation is also a great opportunity for upgrade and support of teachers and deans.

School of Architecture and Design (SAD): Managers and teachers are motivated by: the activities and the behavior of the management of the University, through internal policies and procedures at UACS, through the internal structure of information exchange, as well as the through the feedback they get from students.

School of Computer Science and Information Technology (SCSIT): The School encourages scientific research and is involved in various events with a support from the faculty (as assistants).

School of Foreign Languages (SFL): The motivation of the managers is to offer students well designed study programs that suit their desires and the demands of the job market as well as to provide favorable conditions of study, quality of teaching and proficient faculty, so that in the end we would have graduates who wish to continue their education and stay in their country. Teachers, however, are motivated through organized workshops, lectures, and trainings to improve their teaching, and to upgrade personally, which will result in a higher appreciation of their work and their personality.

- What are the expectations of the deans and the faculty regarding the meetings of the Academic Scientific Council?

The deans expect the faculty members to regularly attend meetings and participate in the required activities and decisions, and to solve problems.

School of Business Economics and Management (SBEM): At the meetings of the Academic Scientific Council all important elements of the work of the faculty / university are discussed. We make decisions, propose measures for improvement etc. The Annual plan of the School is adopted at the sessions of the ASC, at which we define the goals we want to achieve in the academic year, work towards their fulfillment, and discuss the necessary funds and responsible persons, all in accordance with the mission and vision of UACS.

School of Architecture and Design (SAD): The main official communication between members of SAD is done at the meetings of the Academic Scientific Council. Depending on the period and on the current events / activities at UACS, the topics discussed at the ASC vary. The most common topics are the ones related to the teaching process, information for students and development / promotion of SAD/ UACS through various activities.

School of Computer Science and Information Technology (SCSIT): At the Academic Scientific Council meetings we make efforts for all teachers to gain the right provided by the respective laws of RM to mentor master's thesis. The faculty is supported to attend conferences and to publish papers in journals, and to cooperate among themselves and with other faculty from other schools at UACS. For this purpose, colleagues are evaluated by the number of sent and published papers in relevant indexed journals.

School of Foreign Languages (SFL): At the ASC the issues put on the agenda are reviewed and discussed. We all talk openly about topics that not everyone agrees with and attempt to find common ground to resolve the difficulties and problems that the members of the ASC Council are facing, and we also share the mutual achievements and results.

2. What are the expectations regarding professional development and support of the faculty? In what way the staff is supported to fulfill what is expected of them and how it is evaluated?

The Schools of UACS are expected to actively participate in a number of internal trainings and workshops, and publish at least one paper per academic year. Also the faculty is expected to engage in various forms of participation in national or international conferences (organizing committee, board, etc.).

UACS is providing financial support and covers travel expenses and accommodation costs and fees for participation at national and international conferences and workshops.

As part of the 360-degree evaluation, the faculty and managers of the schools prepare annual plans and annual review of the same (self-evaluation reports). Then, we discuss and prepare our plans and reports to the relevant competent authorities.

School of Business Economics and Management (SBEM): Besides the activities at the University, SBEM organizes special workshops / seminars for training and supporting the vocational development of teachers. Such seminars in 2012-2013 were: Measuring Outcomes of Learning (workshop), Teaching Methods (workshop) and etc. Teachers are evaluated through a system of 360 evaluation.

School of Architecture and Design (SAD): SAD fully supports the development of the teaching staff, with everyone having the opportunity to: attend workshops, attend / participate in conferences etc. The evaluation process follows a plan for vocational development that is to be filled out at the beginning of each academic year.

School of Computer Science and Information Technology (SCSIT): At the ASC meetings we make efforts for all teachers to gain the right provided by the respective laws of RM to mentor master's thesis. The faculty is supported to attend conferences and to publish papers in journals, and to cooperate among themselves and with other faculty from other schools at UACS. For this purpose, colleagues are evaluated by the number of sent and published papers in relevant indexed journals.

School of Foreign Languages (SFL): The support given by the University to its faculty is by financing the publication of scientific papers in international journals. They are evaluated by the rector, dean, administration, colleagues of the same rank, students, and the overall score includes assessment of self-evaluation.

**3. How many meetings of the Senate and the Rector's Board were held during the academic year?
Please list the most important issues that were discussed.**

Rector's Board

In the period 2012/2013 seventeen meetings of the Rector's Board were held

The most important issues discussed are as follows:

- Decision on organising summer semester and the adoption of courses in the summer semester for students of accredited foreign universities.
- Dissemination of best practices among schools of UACS.
- Define the schedule for the spring semester, engagement of teachers, a brief description of courses, basic and additional literature.
- Review of 360 degree evaluation and remuneration based on the evaluation.
- Decision on hiring visiting professors and experts from practice (pursuant to Article 141 of the Law on Higher Education) for the second cycle of academic year 2011 /2012.
- Adoption of the Annual plan of the Rector's Office.

University Senate

In the period 2012/2013 11 meetings of the University Senate were held. At the meeting many important topics were discussed. The most important ones were:

- Adoption of procedures for recognition of credits for transfer students in the first cycle at the School of Law.
- Decision on procedure for preparation of the report and self-evaluation activities of the Committee for self-evaluation.
- Adoption of Rules for reporting and submission of grades for students of second cycle.
- Adoption of a study program with business courses for ACBSP accreditation of faculties except for SBEM.
- Proposal for new members of the Committee for Scientific Research of UACS.
- Adoption of the Draft Guidelines for Self-Evaluation at UACS.
- Adoption of a resolution for amending the Regulation on technical and organizational measures to ensure the confidentiality and protection of personal data.
- Adoption of a revised text of the Regulation on technical and organizational measures to protect the confidentiality of personal data.
- Adoption of a resolution amending the plan to create a system of technical and organizational measures to ensure the confidentiality and protection of personal data processing no. 07-33/3 from 24.01.2011.
- Adoption of the revised text of the Plan to create a system of technical and organizational measures to ensure the confidentiality and protection of personal data processing.
- Decision on the adoption of specific descriptors for the new curricula of academic units within the UACS.

4. How are the core values transmitted to the faculty at each School? Please give specific examples.

UACS values are transmitted to the faculty at each School by using formal methods of transmitting information i.e. the Academic Scientific Council, electronic notifications, the organized trainings and workshops, and informal meetings.

5. Do managers and teachers review the performance, the capabilities to measure the success of the program and the ability to respond to change?

- **Does UACS or any of its schools submit the study programs for consideration to the Business Council or any other relevant institutions?**

SBEM discusses its study programs with the Business Council at regular meetings. In addition, during the academic year 2012-2013, **SBEM** in collaboration with the companies from the Business Council prepared an output test for the students completing their undergraduate studies. The output test has two purposes: 1) verification of the knowledge of students and meeting the learning outcomes based on the curriculum for each concentration, 2) check whether the acquired knowledge of students (and thus whether the study programs) suit the needs of companies. During 2013/2014, an output test will be introduced at the end of the fourth year (specialization). The report of the implemented pilot output test is attached as Annex 2.

SAD: The architectural profession has the status of a regulated profession. The studies at SAD lead to specific qualifications in order to provide legal access to the profession. SAD offers a wide selection of programs based upon the market requirements. Some of the programs lead to membership in professional organizations, other offer greater breadth and interdisciplinary opportunities. The School of Architecture and Design is in constant communication with members of the Business Council through various forms.

SCSIT maintains communication with relevant companies from the IT industry and it constantly makes efforts to continually adapt the study program to the needs of the economy.

SFL: The School of Foreign Languages and its Business Council are in constant, close cooperation by maintaining formal and informal meetings, individual and collective, at which the program, the required students skills upon completion, the skills that students acquire during the studies, as well as the program successfulness and how does it meet the needs of the market, is discussed.

- **Were any changes made to the program upon a suggestion of the Business Council or other relevant institutions?**

The last changes in the study programs were made in the academic 2011/2012. All changes were made according to the suggestions of the business community. Ongoing adjustments in the implementation of the study programs are conducted in collaboration with the Business Council as stated in the examples of the two Schools listed below:

Besides **SBEM** output test, another form of cooperation with the business community is done through practical teaching, and through a form which measures the company's satisfaction of each intern. The data of the form are analyzed and in case of dissatisfaction from a student, corrective actions are taken. The form is prepared on the basis of expected learning results during practical classes. At the request of the business community, students prepare projects related to specific companies (eg. a marketing plan for a specific company or product).

SFL: The program that has just received accreditation includes courses that contribute to educate graduates with practical skills tailored to their future profession, business components in the business concentrations, a project after the completion of each cycle studies (graduation, specialization, master's degree), and retaining the compulsory practical work for each cycle of

studies. These changes were made upon the request of the accreditation body, whose criteria required to meet the request of some members of the Business Council who shared these ideas with us, and according to the actual situation – what should the graduates have studied in order to find a job more easily.

6. Does the faculty and administrative staff create an environment that creates and fosters ethical and legal behavior?

- **Explain how did you apply the necessary policy and procedures for ethical behavior at UACS**

Policies and procedures for ethical behavior at UACS are applied through training of all new members at UACS, and through periodic workshops with existing members for updating knowledge and information changes (if any), and through transparent procedures and corrective measures.

- **How many reports of misconduct (by a teacher or student) were filed out in the past year and with how many of them you have managed successfully? Were there any sanctions?**

In the period of 2012-2013 there were no reports of misconduct of teachers at the University, and in relation to the misconduct of the students during an exam, 40 warnings were raised by the Dean of the School of Business Economics and Management.

- **What other measures do you have, to monitor ethical behavior?**

The UACS employee behavior is monitored through a 360-degree evaluation, and through the commissions for quality of Schools.

- **How are the fundamental values of UACS transmitted to students, to other stakeholders and to the public in general?**

It is done through the content of the courses, workshops and other events, including the UACS activities related to basic values, the organized internships, the volunteer work, etc. The instruments for measuring include surveys at the end of the modules, research conducted by alumni, feedback from the practical work carried out etc.

Each academic unit must demonstrate a connection with business practitioners and organizations that are relevant, including an advisory board. Periodic surveys are made with graduates, transfer institutions and / or employers of graduates, in order to obtain data for the business programs successfulness in preparing students to compete successfully for entry and getting jobs.

7. International and domestic cooperation:

- **How many cooperation agreements with foreign institutions have been signed in the past academic year? Make a list and provide an explanation of the nature of the collaboration of UACS and the foreign educational institution.**

In the period 2012-2013, the following cooperation agreements were signed i.e. Memorandum of Understanding with international institutions:

- Memorandum of Understanding with Williams Business College, Sydney-Australia;
- Memorandum of Understanding with the Vienna University of Technology, Vienna, Austria.

- **How many cooperation agreements were signed with local institutions in the past year? Make a list and provide an explanation of the nature of the collaboration of UACS and the domestic educational institution.**

In the period 2012-2013, the following cooperation agreements/Memorandum of Understanding was signed with the following domestic institutions:

- Memorandum of Understanding with Foundation Macedonia 2025
- Memorandum of Understanding with the School of Management at Kopar (in process)
- Memorandum of Understanding with the Macedonian Intelligence Agency
- Memorandum of Understanding with the Macedonian Club of Young Diplomats

8. Does UACS pay attention to the impact of the program in the society? Please list all the activities undertaken in that direction

- **Was UACS or any of its Schools involved in activities related to Corporate Social Responsibility (eg. humanitarian, anti - corruption actions, actions for protection of the environment) Please specify.**

UACS and its Schools were involved in many events, activities such as recycling and water saving (an event for the International Water Day), recycling activities of plastic ("From old bags to new products" in collaboration with Pakomak), organizing and hosting EU event, exploring science and learning through fun, interactive science shows, games, experiments and workshops (Researchers' Night), fundraising the UACS foundation through events organized by the UACS alumni, panel discussion on recycling and on other relevant topics, surveys made by UACS students on relevant topics, and volunteer work provided by UACS students in primary and secondary schools.

In addition, under the mentorship of UACS, in January 2013, the Association for Better Education was founded. In the 1st half of 2013 the following activities were conducted to improve the education process among high school students in Macedonia, as well as to assess the impact and align UACS programs with the needs of the society:

- Training for teachers of secondary schools in the field of interactive instruction, multimedia, and academic writing;
- Competition for the best essay for high school for Martin Luther King;
- Lectures in schools on various topics by UACS Professors;
- Workshop on career guidance, in collaboration with AIESEC Macedonia to improve the leadership skills of students in secondary schools (two weekend workshops).

- **Is the faculty actively involved in the organization of events of this kind? Please specify and clarify.**

Externally:

Committee on Social Responsibility within the AmCham (American Chamber of Commerce)

Association for Better Education, founded by UACS Professors, January 2013

Internally:

Quality Commission, established under the UACS in 2012, mainly composed of representatives of students, deans and heads of departments in order to detect and assess possible open issues and problems faced by students and find a solution for them.

SBEM organized events of this nature and always included part of the faculty and very often the administration staff as well. Events associated with corporate social responsibility were also organized, such as: *From old bags to new products*, donations for orphans, Water Day, Researchers Night.

9. Does UACS or any of its Schools have a standardized way of monitoring the compliance with the regulatory and legal requirements?

- **How are the changes in the internal regulations of the UACS shared with the employees?**

Changes in internal bylaws are enforced through regular meetings, electronic notices, Town Hall Meetings etc. Compliance with the regulatory and legal requirements is ensured through the University Senate, Rector's Board and Academic Scientific Council meetings.

- **Which method do you use to make the above changes respected and applied?**

UACS does regular monitoring and verification of the implementation of any changes.

Part III - Strategic Planning

1. Do you have a formal process for setting a strategic direction for UACS and for each School or program?

University American College Skopje pays special attention to strategic planning, due to its crucial importance to the creation and implementation of long-term goals and directions for the University.

Through this process, resources are appropriately focused on multiple targets, in order to increase the benefits for stakeholders. In this regard, in times of rapid change, it is essential for the strategic planning process to have a structured approach to emerging challenges and predictions and expectations for the future.

The strategic planning process began convening a working group of the Rector, whose members are selected by representatives of various stakeholders that directly or indirectly affect the operation of the University.

Strategic Planning Sessions, with a thorough presentation of the UACS market position is usually organized at the beginning of the Academic year.

2. Do the academic and administrative staffs have a voice in the process?

The strategic planning process includes representatives of the faculty and administrative staff through their participation in the creation of strategic goals. These representatives are involved in the preparation of annual plans of each faculty through meetings of the Academic Scientific Council and the Rector's Board meetings.

3. How do Schools reconcile its annual plan with the strategic plan of UACS?

- Has each School set strategic goals and a schedule for the current planning period?

Each School provides accordance with the strategic directions of the University by creating annual plans that are aligned with the strategic objectives set out in the Strategic Plan of UACS. The strategic objectives of each School for the school year are already defined in a way to develop a variety of courses at undergraduate and graduate studies.

The courses are structured along the main content of the curriculum; the goals are correlated with the time table to adjust UACS accreditations with changes in the HEA.

SBEM: The starting point in preparing the Annual plan of SBEM is the UACS Strategic Plan. It is also determined by:

- a) environment (educational and economic) in the country,
- b) the mission and vision of UACS, and the
- c) needs associated with international accreditations.

SAD: The draft version of SAD's Annual Plan is shared with all stakeholders, to get input from relevant subjects. The School of Architecture and Design, in accordance with the Strategic Plan of UACS, has set strategic goals in the Annual plan.

SFL: According to the Strategic Plan of the University, the School of Foreign Languages sets its strategic goals and a plan / schedule of the activities for the upcoming / current period.

SL: The planning activities at the School of Law are aligned with the University's strategic plan for the period 2010-2015. Also, specific targets for the school are being set. Faculty members have participated in this process at the formal Academic Scientific Council meetings.

- 1) The School of Law is the youngest faculty of UACS and therefore its top objective in the plan is to increase the number of students.
- 2) Other goals are set in order to achieve the strategic goals of the University, such as:
 - 2.1 Improvement of research score.
 - 2.2 Improvement of the quality of the studies.
 - 2.3 Cooperation with educational institutions in order to exchange experiences and knowledge.
 - 2.4 Improvement of cooperation with professional bodies.
 - 2.5 Better flow of information between teachers and students.
 - 2.6 Further enhancing the quality of the faculty , and
 - 2.7 Compliance with the legislation.
 - 2.8 UACS SL, has a process of assessment of the Annual plan, and improving the process in the year to come.

4. Is there a set of measures to monitor the progress of the Annual plans?

Measuring achievement (performance) is done by monitoring the progress from year to year for each annual plan, and by comparing the actual annual objectives of the annual plan for the next year. Indicators of achievement are an integral part of each annual plan, and at the end of each year they are analyzed and recorded its compliance with the long-term strategic plan of the University, which is provided for a period of 5 years.

5. Do you communicate your goals, annual plans and measures for monitoring with the faculty, administrative staff, and appropriate stakeholders?

Goals, annual plans and measures for monitoring are communicated and shared with the faculty, administrative staff, and stakeholders through meetings called Strategic planning meetings where all employees (including adjunct faculty) are invited to attend. At these meetings the Rector of the University regularly informs employees about the achieved goals, the activities in process, and the objectives for the future.

At these meetings the Strengths and Weaknesses of the University are discussed, and the opportunities and threats facing the University.

These meetings are considered a brainstorming sessions on how to transform threats into opportunities and pave the way to harnessing the potential opportunities of the environment.

Out of the Strategic planning meetings, the General Secretary prepares a forum which shall be placed on the intra portal and which creates an opportunity for discussions, suggestions and ideas for new projects and challenges. Each school is responsible for implementation of it's annual plan and for monitoring the implementation. Examples from three faculties are given below.

SBEM: The Annual Plan is adopted at the meeting of the Academic Scientific Council. The plan is prepared with an input from every teacher and is submitted to the teachers to give a final opinion before adoption. At the end of the academic year, SBEM prepares a Report for if the goals set in the annual plan have been realized.

SAD: All teachers of SAD participate by setting goals and by giving suggestions in the preparation of the Annual plan of SAD. The plan is adopted at a meeting of the Academic Scientific Council.

SFL All teachers of SFL are involved in the preparation of the SFL Annual Plan. The plan is adopted at a meeting of the Academic Scientific Council, which includes all the stakeholders of the School.

Part IV – Stakeholders

1. **Have you identified the primary and secondary stakeholders?**
 - **How do you identify their needs?**
 - **How do you address the identified needs?**
2. **Other stakeholders**
 - **Do you have a process to use the information obtained from other stakeholders for the purposes of planning educational programs; offerings and services; marketing; process improvements; and the development of other services? Please explain the procedure and identify the stakeholders who are included in this process.**

The University has defined two types of stakeholders, primary and secondary.

Primary stakeholders are the primary focus and are those who have enough data to realize the desired results.

Secondary stakeholders address the future planning and ways to introduce such groups and their specific goals and outcomes. Our goal is to have fully prepared secondary stakeholders by 2015. Short-term and long-term requirements are defined in different ways. The university collects and uses information from stakeholders, including students, faculty, and business/industry surveys, internal processes of research in the school. Faculty and administrators regularly attend local, regional, national and international conferences to learn and to excel their current and long-term trends in the respective disciplines. They organize meetings with colleagues from the stakeholder's institutions and discuss common issues and modify the courses to best suit the program.

Define primary and secondary stakeholders

1.1. Primary stakeholders and their addressed needs

- Undergraduate students
 - We analyze the results of their learning outcomes and the overall success
 - We estimate their acquired knowledge
 - We observe their overall satisfaction with the program
- Graduate students
 - We analyze their research projects, learning outcomes and the overall success
 - We estimate their acquired knowledge, use and promotion
 - We observe their overall satisfaction with the program
- Student's parents
 - Program quality
 - Evaluation of the student's satisfaction of the learning
 - Employability
- Faculty
 - Overall satisfaction with faculty teaching environment
 - Overall satisfaction with the effectiveness of the teaching methodology
 - Overall satisfaction with the development and growth
 - Overall satisfaction with future planning and sustainability
- Accreditation Board of the Republic of Macedonia

- Accomplishment of the obligations defined in the Law on Higher Education of the Republic of Macedonia
- Program compatibility with the State University and its implementation - mainly due to fostering transfer opportunities
- The ability of students to transfer from one school to another
- Ministry of Education and Science of the Republic of Macedonia
 - Academic programs in line with the Bologna Declaration
 - Internal university committee and annual meetings
 - Maintain and implement the required and elective courses in accordance with the Law on Higher Education of the Republic of Macedonia
 - Accomplishment of the tasks and obligations for implementation of practices in accordance with the Law on Higher Education of the Republic of Macedonia

1.2. Secondary stakeholders and their addressed needs

- Board of Directors of the University
 - Further development of the university
 - Implementation of new programs
 - Long-term development
- Business Council
 - New Council Members
 - Satisfaction with employment of all students
 - Employment conditions (student's qualifications)
 - Academic, social and other scholarships for undergraduate and graduate students
 - Evaluation of Internships
- Secondary Educational System
 - Evaluate the performance of the secondary educational system
 - Provide leadership in promoting the needs of the University
 - Provides the key secondary schools with college programs and with tools for implementation
- Employment Bureau
 - Provides key employability skills to undergraduates in certain profiles
 - Check the specific profiles that are required and does promotion of the programs in proportion to the availability of job places.
- Exchange programs and cooperation agreements
 - Re-approved exchange programs and extension of duration of the agreements
 - Assessment of student's learning at the both universities and compatibility comparison
 - Synchronization of programs and elimination of items that are not transferable.

3. Students as primary stakeholders

- **Have you determined the groups of students for whom the school's programs are addressed?**
- **Have you identified methods to listen and learn to determine student requirements? How do you listen to the student needs? Please describe the methods used to achieve this.**
- **Please provide data on the student's satisfaction with the program and courses (undergraduate and graduate separately)?**

The data on student's satisfaction with the university's first and second cycle of studies can be seen below in Annex 3.

- **Is there a functioning student body at the University? How do you stimulate the students to get actively involved in this body?**

There is a student body at the University, in which students are actively involved, and it is called the Student Union. Students are stimulated by organizing open meetings to inform them about student's union activities, and for increasing their involvement in it.

- **Do you have established a process for usage of information obtained from students for educational planning process, service, marketing, process improvement and the development of other services?**

The process is established by the Student Union, by the Quality Cycle at the SBEM, and the 360 degree evaluation.

- **Does the academic unit have a process for gathering information, monitoring of common goals, and receiving complaints from students about the program and the institution?**

UACS has a process for gathering information, monitoring of common goals, and receiving complaints from students about the program and the institution. For the academic year 2012-2013 six official complaints have been registered. There is a Bylaw that defines the procedures for submitting a complaint. (Grievance policy)

- **How many students were involved in a student exchange in the country and abroad?**

In the academic year 2012/13, 20 students were involved in student exchange.

- **How many students received scholarships by the Ministry of Education and Science?**

In the academic year 2012/13, 41 students at UACS were financially supported with a scholarship from the Ministry of Education and Science.

- **How many students receive scholarships by the UACS?**

During academic 2012 – 2013 UACS gave 35 scholarships in three categories:

Category A: 1000 euro scholarship for students with average GPA from 3.93 – 4.00.

- School of Business Economics and Management – 4
- School of Computer Science and Information Technology - 1

Category B: 750 euro scholarship for students with average GPA from 3.90 – 3.92.

- School of Business Economics and Management – 2
- School of Political Science – 1
- School of Law – 1

Category C: 500 euro scholarship for students with average GPA from 3.85 – 3.89.

- School of Business Economics and Management – 4
- School of Architecture and Design – 2
- School of Computer Science and Information Technology – 2
- School of Political Science – 1

Category D: 250 euro scholarship for students with average GPA from 3.67 – 3.84.

- School of Business Economics and Management – 10
- School of Architecture and Design – 5
- School of Computer Science and Information Technology – 1
- School of Political Science – 1

4. Alumni Association as important primary stakeholder:

- How many members does the Alumni Association have?

The Alumni Association has 300 members.

- What activities have been organized with the Alumni organization?

The UACS Alumni Association exists to maintain a powerful bond between graduates with main purpose to benefit for the graduates and the university. UACS Alumni Association is an institution established and operative for stirring multilevel collaborations centering its members, students and institutions, by adding them value while strengthening attachment and relations among them.

The Alumni's mission is to foster alumni interest and support University programs and activities by encouraging intellectual and emotional ties between members and their University.

Vision - Development of continuous interaction among alumni members, institutions and students for the purpose of gaining system for upgrading in terms of knowledge, network, information and skills.

The value of UACS alumni organization to forge an incredibly diverse network, so members are economists, entrepreneurs, doctors, lawyers, scientists... This mold of diversity is one of the principal factors for numerous successful businesses and life-changing technologies.

The Alumni Association had organized the following events during academic 2012 – 2013:

- Social event: second annual Celebration of the International Family day,
- Monthly meetings of the managing board,
- Fundraising parties
- Workshop for public speaking
- Annual assembly
- First regional graduate conference
- Winners of the Corporate Social Responsibility Award for the project "Celebration of the International Family Day".

The Alumni Association successfully organized the third edition of the celebration of the *International Family Day*. The celebration for the third time took place at the amusement park (Luna Park) in Skopje's City Park. The association provided for children to ride free on all the rides at the park. About ten thousand people were present at this event and children enjoyed the free park rides, as well as entertainment from balloon-makers, face-painting artists and live music performance. *"The family is the Foundation of Every Happy Society"* was the fitting motto for this event. By organizing this event for the third time, the Alumni Association managed to make this event a traditional holiday in the years to come.

- **How many students are available to work but jobless (actively looking for work) one year after graduation, how many have been enrolled in graduate studies and how many are not actively seeking jobs?**

The table in Annex 4, shows the employment rate and the educational status of graduates, class of 15.01.2012 to 1.11.2012.

Unemployed (still looking for employment) are considered all students who are not employed and did not pursue further education. The number of unemployed students is only 10%, but that is not as a result of large employment of graduates which is 52.7%, but rather because most of them who did not find a job decided to continue with their education at the graduate studies.

- 5. What are the future plans for inclusion of the Alumni Association in the work of the academic unit?**

The UACS Alumni Association in its annual action plan has incorporated a lot of activities which will be of benefit for all parties included. At the end of November 2013, the Annual General Assembly will be held. At the assembly, new President will be elected, as well as new members of the Managing Board.

Besides this main activity, UACS Alumni will organize several main events for its members. The main objective of the events will be to connect the alumni who are seeking for a job with the companies.

Other events will include the prestigious component i.e. coffee with a diplomat, coffee with a business leader and so on. The social component can be seen mostly in the International Family day celebration, but also through all the charity and fundraising parties. UACS Alumni encourages all its members who have not defended their master thesis yet, to join the master thesis semester and foster the process of making of the thesis.

- 6. Business Council as important secondary stakeholder**

- **Have you identified methods to listen to the needs of the Business Council?**

We have identified several methods to listen to the needs of the Business Council:

- We organize meetings with the Business council representatives (board of trustees for every school and coordinative body for the University)
- We organize General Assembly once a year
- We perform surveys
- We invite Guest lectures
- We perform Internship evaluations for first year students
- Group discussion

- **How many meetings with the Business Council have you organized?**

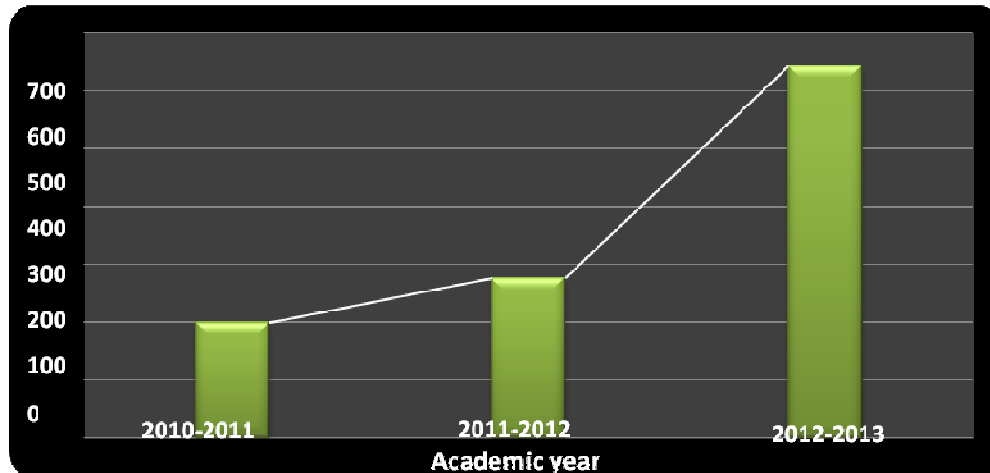
During 2012/2013 the following meetings with the clusters of the Business Council were organized:

- Annual General Assembly
- One meeting with the cluster of the School of Business Economics and Management;
- One meeting with the cluster of the School of Law and School of Political Sciences;

- **How many internships/employment have been organized in collaboration with the Business Council?**

During 2012/2013, there is significant increase in the realized internships. From 277 internships in 2011 – 2012 the number increased to 643 or by 93% for all students. Out of 136 students that graduated in 2012/2013, all completed the required internship. Finally, the generation 2012/2013 had 198 students, out of which 136 or 69% graduated on time. Finally, out of 691 students that should have completed the internship, 643 or 93% achieved to do that until September 23th.

Graphic 1. Internship in the past 3 years



- **Does the academic unit use any sort of evaluation of the Business Council satisfaction with students as interns and/or employees? Please provide the results.**

According to the Decision on learning outcomes, article 4, Career center will measure learning outcomes from internship starting from the academic year 2010-2011 onwards, only for students enrolled in the first year of studies during 2010-2011.

Company (mentors') evaluation

- **Do the students on internship have the skills which are in compliance with your needs? (please mark one option)**

	%
They possess the skills which in larger part or entirely satisfy the need	84.06
They possess skills that partially satisfy the needs	15.94
Do not possess the needed skills	0

Top three rated knowledge/skill:

- Comes to internship regularly and on time
- Completes his/her obligations/tasks on time
- Computer Literacy (Microsoft Office)

Lowest ranked skills

- Skills to complete and interpret evaluation sheets, surveys
- Capability for generating creative and innovative ideas/solutions
- Recognizes, analyzes and reacts on ethic dilemmas in the organization

- **How is the Business Council involved in the activities of the academic unit? (For example: curricula review, guest lectures, mentoring etc.)**

The representatives of the Business Council were elected to take part in developing and realization of the educational programs, providing internships, training and possibilities for employment. The Business Council members are organized in clusters for every school. Each cluster is responsible to fulfill the mission statement of the cluster related to the particular school.

The Business Council's mission is:

- To create an environment where both academia and business can have mutual communication in order to create better society,
- To encourage and support business2academia and business2business relationships,
- To support the University as an asset for education and consulting in the society,
- To enable internship and jobs for students and,
- Together to modestly contribute for socio-economical development of the society.

The board of trustees (clusters) has the following responsibilities:

- Revision of the academic programs and suggestions for adapting them to the Business Community trends and needs,
- Suggests guest lecturers and clinical teachers that will enrich students knowledge and skills,
- Suggests projects and research topics for students
- Coordinates the work of all members of the cluster
- In cooperation with the Career center provides internship for students
- Internship evaluation

For the whole University, the Coordination body is responsible to fulfill the mission statement.

The Coordination body has the following responsibilities:

- To coordinate the work of the boards of trustees (clusters) and to give directions for improvement of their activities
- Revision of the academic programs for all schools at the University and suggestions for adapting them to the Business Community trends and needs

- Educational process and students evaluation for all schools and gives recommendations for future development and improvement.

Table 4 shows an overview of all guest/visiting lecturers organized in collaboration with the Business Council of UACS.

Table 4. – Guest Lecturers in the Academic Year 2012-2013

Guest Lecturers in the academic year 2012/13		
Name	Topic / Organization	Date
H.E. Paul D. Wohler's, Ambassador of the US to the Republic of Macedonia	The importance of the 2012 US elections	29.10.2012
Ljupco Efremov, GfK Marketing Research Agency	Why do market research?	30.10.2012
Kristijan Petkoski, Publicis, UACS	Publicis Marketing Strategy	Nov. 2012
Bob Giddings, Newcastle University, UK	Architecture and Management	31.10.2012
Spencer Fields, Foreign Service Officer	Civil rights and African-American rights	01.11.2012
Marko Radonik	Consumer Satisfaction	19.11.2012
H.E. Fernando de Galainena, Ambassador of Spain to the Republic of Macedonia	Spain Today	19.11.2012
Vladimir Cvetkoski	The Early Poetry of Ezra Pound	20.11.2012
Petar Lazarov, Macedonia Export	Business Communication	24.11.2012
Natasha Mechkaroska-Simjanoska, Congress Service Centre translation agency	Is Grammar Important in Translation? – A Translator's Experience	13.12.2012
Idzet Memeti, Ombudsman of the Republic of Macedonia	European Human Rights Protection System	21.02.2013
Gregory Fairchild, University of Virginia	Entrepreneur as a change agent in society	28.03.2013

Walter Kolbow, German Bundestag	German-Macedonian relations and the German interest in the Balkans	06.03.2013
Susan C. Pearce, East Carolina University	Transitions from Gender-Based Violence in Today's Balkans	13.03.2013
Jaak Mikkel, CEO of Pivara AD Skopje	What has made Coca-Cola and Heineken globally leading brands?	24.04.2013
H.E Aivo Orav, Head of the EU Delegation to the Republic of Macedonia	European Enlargement - Yesterday, Today and Tomorrow	25.04.2013
Marisa Mac Isaac, Political Officer at the US State Department	Human Rights in Macedonia	15.05.2013
Professor of Management Practice, Industry Expert 2012-2013		
Name	Topic	Company's name
School of Business Economics and Management		
Darko Blazevski, MA	Insurance, Finance and Corporate Risk	Agency for supervision
Elena Maldenovska Jelenkovikj, MA	Introduction to Marketing	TTK Banka
Lazar Popov	Financial Accounting	
Tatjana Lukanovska	Architecture and Management	31.10.2012
Svetlana Petrovska	Business Strategy and Policy	Target Communication
Branko Stanchev, MA	Strategic Marketing	Makedonski Telekom
Ljupka Georgievska, MA	Monetary Economy	NBRM
Jimmy Char	Skills Ltd learning for performance excellence	Consultant
Vlatko Bezoski	Transport	FIRMA
Lazar Popov	Introduction to Marketing	13.12.2012
Maja Parnadjieva Zmejko	Financial Markets	Health Insurance Fund
Natasa Dukoska	PR	
Dimitar Kovachevski, PhD	Brand Management	Makedonski Telekom
Snezana Savikj Dimovska	Contract Law	
Sultanija Bojceva Terzijan	Economic Transition in CEE	NBRM
Vele Samak, MA	Corporate Finance	Minister

		without portfolio
Dimitar Bogov	Macro Economy and Financial Stability	NBRM
Kosta Koteski	Recruitment and Selection	Replek
Samir Latif	Corporate Governance	USAID
Sonja Markova	Venture Capital	Keiretsu form – Angels Firm
School of Architecture and Design		
Vlatko Kocevski, MA	Mathematics	
Ivan Mirkovski, MA	Fundamentals of Public Works	Smart Living
Saso Blazhevski, MA	Architectural Construction 1	Lou-Tech Architects
Zoran Popovski, MA	Esthetics, Visual Rethoric	
Martin Gulevski, MA	Esthetics, Visual Rethoric	
School of Computer Science and Information Technology		
Simon Bojadjevski, MA	Telecommunication	
Dejan Mitov	Software Development and Arc. And Design of Software Systems	Babilon
Snezana Cerepnalkovska Dukovska	Internet services	
Natasha Anastasova Bojadjevaska	Computer Application 1	
Irena Lokvenec	Computer Application	Makedonski Telekom
School of Political Science		
Zhivko Gruevski, MA	International Relations, International Human Rights, Theory and History of Diplomacy Relations	Honorary Consul of Canada
Gjorgji Veljanovski, MA	International security and globalization, World politics and USA, International Organizations and Institutions	ARM
Jadranka Ivanova, MA	EU structures and institutions, Ecology and sustainable development	Ministry of Environment and Physical Training
School of Foreign Languages		
Joko Morikava	Japanese 1	
Goran Chamuroski, MA	Multimedia tools for English Teaching Classes	Integra Solutions
Eli Makazlieva, MA	Pedagogy	Prosvetno delo
School of Law		
Faik Arslani, MA	Criminal Procedural Law	Supreme court
Slavica Ilievaska, MA	Company Law and EU Law	KHV
Lujza Tomovska, MA	Financial Law	KHV
Kate Trajkova, MA	Labor Law	Ministry of Labor and Social Policy
Valentina Micajkova	Banking Law	Comercial Bank AD Skopje
Aleksandar Icokaev	Business Law	Lawyer

Aleksandar Pulejkov	Civil Procedural Law	Enforcer
Olgica Trajkovska	Copyright	Ministry of Culture
Dimitar Ristovski, MA	Financial Law	EBA
Julija Chavdar Hristova	Tort Law	Primary Court Skopje 1

UACS Business Council is being constantly enlarged with new members. For example, the School of Law signed a contract for membership in the Business Council of: Lawyers Associations, Associations of young lawyers, Chamber of Employers, Chamber of Notaries, Association of Mediators, and Law Firm Cukich&Markov.

Part V – Information and Analysis

1. Does the academic unit have defined outcomes assessment program?

- Does the program have learning outcomes and measures regarding their achievement? Please describe the learning outcomes results and how are they measured.

School of Business Economics and Management (SBEM):

The learning outcomes of SBEM are defined in the Decision for Adoption of the Learning Outcomes (Appendix 6), for undergraduate and for graduate studies. The results of the LO are defined by concentrations/departments, while the learning outcomes from internships (for undergraduate studies) are separately defined.

The measuring of the learning outcomes at undergraduate studies is conducted in accordance with the Decision on measuring learning outcomes for the undergraduate study programs of SBEM (adopted on 29.03.2011). In this decision several modes of measuring learning outcomes are defined. Moreover, SBEM constantly promotes and enhances the process of measuring learning outcomes through faculty workshops and discussions with the Dean. A review of the learning outcomes results and of their modes of measurement is in process, as well as determining the measurement of the LO results for graduate studies.

School of Architecture and Design (SAD):

SAD Academic Scientific Council defined learning outcomes for each curriculum as well as learning outcomes for student's internships. The measurement of results will be made upon the Decision for Adoption of the learning outcomes and according to the criteria defined in the Annex of the Decision. Besides the separate testing of knowledge for each course, measurement of the outcomes for three (3) courses of the undergraduate studies and for two (2) courses of the graduate studies will be conducted.

School of Computer Science and Information Technology (SCSIT):

We have not defined learning outcomes yet. SCSIT is planning to identify the necessary measures and indicators to evaluate measure the results, which will start to apply from the beginning of the next academic year.

School of Political Science (SPS):

The School has defined a set of intended learning outcomes within a) the courses and b) within the program as a whole.

The Academic Scientific Council of the SPS adopted a Decision for measurement of learning outcomes. Based on this decision, SPS applies appropriate practices and procedures for measurement of the learning process and for measurement of the intended learning outcomes.

This can be considered as an initial step for setting learning outcomes, but also, for implementing the ways of measuring them.

Also, this policy applies corrective actions if the results do not correspond with the intended learning outcomes.

The School has clearly defined learning outcomes, following the recommendations of the Ministry of Education and Science based on the best European experiences. There are several indicators set according to 5 categories or types of acquired competencies: 1) Knowledge and understanding, 2) Application of knowledge and understanding, 3) Ability to assess and/or evaluate, 4) Communicational skills, 5) Learning skills. They are organized in relation to the axis defined by the

1st and 2nd cycle of studies that requires deeper critical and analytical understanding of courses, including individual, independent learning and critical thinking as an aspect of the process of learning. The starting point to determine the learning outcomes of the program is to use the learning outcomes defined by the modules which were after that synthesized in the learning outcomes of a particular concentration. The results of the learning program are defined as the knowledge and skills that a student graduated at the School of Political Sciences should possess.

The Program for assessment of the learning outcomes includes measurement of the LO for three or more courses which focus on the essential aspects of the whole program: 1. Introduction to Management 2. International institutions and organizations; 3. International Human Rights, 4. Macroeconomics, 5. International Economic Relations, 6. Contemporary Political Systems. SPS must constantly improve the whole process of assessment of LO, particularly in terms of developing an effective system of learning outcomes that is implemented at all academic units.

School of Foreign Languages (SFL):

The measurement of learning outcomes for the academic year 2012/2013 was implemented on three courses from the first cycle of studies and on one course from the second cycle of studies. The courses which students take from each concentration of the first cycle of studies are: Grammar of modern Business English, Business Terminology, and Modern English. The course which is measured at the second cycle of the studies is Methodology of English Teaching - Advanced methods.

School of Law (SL):

We have not defined learning outcomes for the program evaluation, yet. The School of Law is planning to identify the necessary measures and indicators to measure the results, which will start to apply from the beginning of the next academic year.

2. Assessing the Learning Outcomes

- **What internal learning outcomes assessment information and data do you gather and analyze?**
- **What external learning outcomes assessment information and data do you gather and analyze?**

School of Business Economics and Management (SBEM)

The following **internal data** are collected and analyzed:

- results from external and internal test for certain courses (as formative assessment),
- project evaluation within the major course (as summative assessment), as well as
- a range of indicators for measuring students' success on undergraduate studies, in accordance with the Decision for defining the indicators for measuring the success of the full time and part time students on undergraduate studies at UACS. (For instance, student's GPA, average duration of study, transfer and etc).

The following **external data** are collected and analyzed:

- the external test at the end of the undergraduate studies (as summative assessment), and
 - an evaluation of company's satisfaction from the internship done by the students.
- **School of Architecture and Design (SAD)**

Internal:

- Number of students enrolled in the second cycle of studies
- Analysis of final projects

- Analysis of master thesis
- GPA
- Percentage of completed students
- A report analysis for the mandatory student's internship

External: Alumni survey

School of Computer Science and Information Technology (SCSIT)

Internal: Results of exams, attendance, activity and accomplishment of assignments and projects.

External: Communication with students regarding their life outside the University, such as time spent on learning, home conditions etc.

School of Political Science (SPS)

SPS collects and analyzes **internal** data for:

- Data for student's enrollment, data for the total number of students at the end of the academic year, data for progression, completion rate, GPA for each subject, on a group level, year of study and program;
- Student's evaluation feedback;
- External tests for the students;
- Evaluation forms for student's practice.

The assessment of our learning outcomes includes the following **external data**:

- Annual meetings for getting feedback from the Business Council, regarding the UACS curriculum;
- A feedback from the Business Council obtained from the evaluation forms fulfilled by the students (interns).
- Feedback from visiting professors/guest lecturers;
- Feedback from Alumni;
- Feedback from employers from evaluation forms and rates of satisfaction.

3. Do you have measures/indicators for tracking the program's overall performance?

SBEM Yes, those are:

- The results of the external test, as well as
- The indicators for measuring the success of undergraduate students, (in accordance with the Decision on defining indicators to measure the success of full-time and part-time students on undergraduate level).

At the end of each semester, Academic Scientific Council reviews a report for student's achievement. It is measured through average exam results.

Measures for improvement are proposed. Teachers whose courses have low level of achievement are invited to prepare a brief analysis of the reasons for the poor performance. For example, on the basis of low scores on certain quantitative courses (Business Mathematics and Statistics for Business), a decision to implement a formative assessment (at the beginning and at the end of the course) was adopted in the academic year 2013-2014.

SAD: Yes, we have defined indicators for tracking the program's overall performance.

SCSIT: Yes. It is the progression rate.

SPS: In addition to designing the program for assessing the results of the learning that is explained above, the School of Political Sciences developed descriptors for all years of study and learning programs in accordance with the requirements set by the Ministry of Education and Science (MES) in Macedonia.

SFL: Yes. They are

- a) Progression rate
- b) Average GPA

4. Current levels and trends (last three years) in the key measures (indicators)

- **Does the school have (capstone) final course, project or project for completion of the program?**

SBEM: The major courses (capstone courses) for each academic program/concentration are set with the Decision for measuring the results from undergraduate academic programs.

Those courses are:

- Corporate finance for the Department for finance,
- Business Strategy and Policy for Department for management, and
- Principles of Marketing and Marketing management for Department Marketing.

Therefore, the average students' results in these courses is result in these courses is monitored on regular basis.

SAD: In accordance with the Bylaw for studying at SAD, each student must prepare an individual thesis – Final project at the end of the academic program.

The undergraduate project has a status of a 6 ECTS course. It is part of the curricula in the final semester.

SCSIT: Yes, we have undergraduate thesis, which must be prepared by the student and presented in front of a committee.

SPS: The school has a final project as a condition for the students from the undergraduate studies, specialization theses / and or master theses for the graduated students.

SFL: The program is completed with the last exam.

5. How the results from the evaluation are used in order to make changes and modifications in the process of studying as well as the achievements of the students?

SBEM: The achievement of the results from the studying is subject to review on the sessions of the Departments and on the sessions of the Scientific Council. The reports include measures for upgrading. In certain cases, those measures are set out as internal rules (for example, certain changes in syllabuses and the methods of carrying out the lectures), and in some cases as recommendations to the professors (for example, introduction of additional lectures for the underachieving students). The reports which are subject to review by the SC are the following:

- Report on the average grades, at the end of semester,
- Report on the results from the formative assessment (introduced in the academic year 2012-2013),
- Report on the results from the external test of the undergraduate studies (introduced in the academic year 2012-2013).

SAD The progress can be subject to monitoring and the fields can be determined as well as suggestions can be provided where to apply certain improvements using the analysis of the obtained results.

SCSIT Communication is established with the concerned students and options are offered to them in order to improve achievements thereof. The academic program is updated on annual basis.

SPS Results are analyzed in such a way so as to evaluate if the needs and expectations of the students are fulfilled, as well as if the level of performance thereof is achieved and has been achieved according to specific, set out criteria. The School of political science aims towards assisting the students in achieving the level of academic outstanding, but as well its objective is to facilitate the educational process by adjusting the lectures towards mutual and common cooperation and effort of student-professor. Certain modifications have been implemented in order to respect and to use this bilateral principle of the educational process.

SL We use the official data from the records office and we perform regular analysis on the results following each completed semester within the Academic Scientific Council of the School.

6. What is the main institution from/to which the academic unit admits/sends transfer students? Please provide information for the transfer students?

All six schools admit/send transfer students. There is no one main institution. Table 5 contains information on all transfer students.

Table 5. – Transfer students (academic year 2012/2013)

Schools	Transfer students 2012/2013
SBEM	9
SAD	0
SCSIT	3
SPS	0
SFL	5
SL	9

7. Analysis of the first cycle of studies – data according to the defined metrics

The Tables with analysis of the information from the first cycle of studies according to the matrixes for all schools are provided in detail in Annex 5.

Part VI - Human Resources Management

1. Does UACS have a human resources plan?

UACS has a Human Resources Policy adopted in 2011. It encompasses both the faculty and the administration at UACS. The Human Resources Policy covers:

- recruitment,
- selection,
- training, professional development and specialization,
- promotion,
- transfer from one position to another etc.

The faculty promotion is thoroughly covered by the

- Bylaw on the academic-administrative load of the faculty and administrative staff of UACS, and
- HEA (Higher Education Act of Republic of Macedonia)

2. How is the human resources plan implemented?

The Human Resources Policy follows the non-discrimination rule on all grounds. The Rector and the Deans of the schools together with the Human Resources Officer carry out the procedures and policies related to recruitment, selection and training before the beginning of each semester. The trainings for upgrading and professional development are organized throughout the year, according to the needs of the faculty.

The Human Resources Policy is regularly subject to monitoring and development by the Rector, the Deans and the Heads of Departments in cooperation with faculties and administrative staff. All policies and procedures adopted by UACS corresponding unit are distributed, to all professors, adjunct faculty and administration via the Intranet portal.

3. How is satisfactory base of qualified candidates developed?

UACS has a number of methods for developing a satisfactory base of qualified candidates:

- By means of announcements in the daily press and the web page of UACS
- By means of an international announcements (usually on the web page of ACBSP, on annual basis)
- By means of individual applications
- By establishing contacts with the business community (according to the recommendation of the members of the Business Council of UACS)
- By creating an on-line data base of applicants

4. Which is the method applied by faculty in order to ensure depth and breadth of knowledge, creativity, critical reasoning and intellectual curiosity towards the future profession of the students?

The structure of the faculty as well procedures of the University contribute to the steering creativity, critical reasoning and intellectual curiosity of the students.

The students are obliged to prepare projects which are practical and which are a result of the real needs of the industry (for example, marketing and business plans in the companies where students' internship is implemented). UACS promotes participative method of learning (participant-centered learning - PCL) which is focused on the student as the main participant in the process of gaining knowledge. Through this method, students learn with practical application of the theoretical concepts in a real business environment or on real cases and they arrive at relevant conclusions by themselves.

5. If the academic unit offers non-traditional delivery systems or if any of your programs make extensive use of part-time (adjunct) faculty, how do you establish clear and explicit policies for recruiting, training, observing, evaluating and developing faculty for these non-traditional delivery systems?

Currently, UACS does not offer non-traditional methods of implementation of the programs mainly due to statutory reasons. We do plan to consider it in the future.

6. What is the method of selection of faculty with experience specifically and not generally corresponding with one subject/course?

During the process of selection of the faculty, attention is paid not only to the academic education of the candidate, but also to the professional experience. UACS strongly believes that the candidates, who have professional experience in the respective field, can directly introduce the students with the practical challenges they will face. We believe that this kind of faculty can better prepare the students to cope with the unpredictable business environment.

7. What is the method of introducing the new members of the faculty with the programme and the content of the course, including the possibility for them to get introduced with the faculty teaching related courses?

Seminar for training and socialization is organized for the new members of the faculty before the beginning of each semester. The seminar covers introduction with the other faculty and administration staff members, the method of conduct of the courses at UACS, the main Bylaw and the procedures which are expected to be respected etc.

8. What is the method of assisting the new member of the faculty during the process of selection of course material, tests, methods of evaluation and teaching?

The academic methods, creation of tests and the methods of evaluation are covered with the Seminar for socialization which is organized for every new member of the faculty before teaching starts.

In addition, UACS provides mentor for each new member of the faculty for consultations on the structure of the exam and related stuff. In most of the cases, the Head of the Department is assigned as mentor or, in case if there is no Head of Department, the role of mentor can be assigned to experienced professor teaching related courses. Ultimately, the Dean of the school always supports and participates in the process of introducing the new members of the faculty. In addition, all members of the faculty are encouraged to use the approach to learn from the colleagues at the same position (peer to peer feedback). UACS considers that this approach enables direct feedback on the method of giving lectures which is very useful for the new, but also for the existing professors interested in improving the quality of their courses.

9. What is the method of concurrent as well as after course evaluation?

During the semester UACS employs two types of evaluation.

The first are student surveys, where students are asked to participate and give feedback on each course they have during the semester.

The second is peer review process, where faculties are encouraged to invite colleagues to attend their classes. They can give direct feedback about and suggest venues for improvement.

10. How do you provide opportunities for broad participation in department activities, if appropriate?

Depending on the subject matter discussed at the meeting (weather Department Meeting or Academic Scientific Council Meeting, UACS members from other schools or members of the administration are invited to participate at the meeting.

In this way, UACS provides broad participation, feedback, exchange of ideas and opinions by all stakeholders involved with the subject matter.

For example: when the Academic Scientific Council discusses textbooks and course materials which should be used for the upcoming academic year, the Library Coordinator participates at the meetings in order to provide constructive suggestions on the suggested literature – purchasing possibilities and availability, delivery periods etc. If the exam structure is a subject for discussion, the Chief Academic Officer is invited to participate at the meeting. When the ASC discusses matters related to course modifications and core professional components (CPC) which include elements of other subjects, the professors who have the expertise in the related field or teach the course are asked to participate at the meeting.

11. Specify the number of faculty in each academic unit (tenured professors and assistants, adjunct faculty, visiting professors).

- How this allocation is related with the human resources policy?

Table 6. – Faculty

	Tenured faculty	Adjunct faculty	Visiting professors
SBEM	13	31	9
SAD	8	3	1
SPS	3	4	2
SL	7	1	0
SCSIT	8	7	1
SFL	4	4	2
Total	43	50	15

In order to provide a combination of theoretical, practical and international knowledge and experience, UACS has a policy of 33:33:33.this means that UACS insists on having 1/3 of the curriculum taught by full-time academicians who hold a doctoral degree in the relevant field, 1/3 is taught by industry professionals and professors of management practice who provide practical experience in addition to theory-based knowledge and 1/3 is taught by visiting professionals who can provide another, more international perspective.

12. Please specify the total number of administrative staff employed

- Please provide the organizational structure for the administration.

Currently, UACS has a total number of 31 members of the administrative staff. The organizational structure of the administration is provided in Annex 1 of this report.

13. Please provide information on the coverage (total credit classes delivered by the faculty within the framework of one unit, total number of credit classes delivered by persons with the highest professional degree , as well as the percentage for each separately) for first and second cycle of studies separately

- Please specify the ratio of academic staff/student for each academic unit

The report for coverage of classes within the framework of the academic-administrative load is provided for in the Table 7 below.

Table 7. – Classes coverage

	SBEM	SAD	SCSIT	SL	SPS	SFL
Fall semester	3030	2198	1005	630	345	150
Spring semester	3105	2558	795	525	285	135
Graduate	1789	1620	393	416	272	144
Part time students	100	0	2	26	10	0
Total number of organized classes	7918	6375	2195	1597	912	429
Credit - classes fall semester	9687	6297	1581	1078	334	108
Credit - classes spring semester	9901	5133	1060	1184	562	130
Credit - classes post-graduate	7186	3117	744	1704	924	438
Credit - classes irregular students	3900	0	66	816	150	0
Total delivered ECTS credits	30084	14547	3451	4782	1970	676

14. How do you establish and justify the appropriate percentage of PhD-s (faculty with the highest academic title) in order to comply with your mission.

UACS operates in accordance with the Higher Education Act setting out that only persons who have acquired the highest (terminal) degree are entitled to teach in first and second cycle of studies. In addition, the Higher Education Act requires that at least 10% of the curricula should be taught by industry professionals who have more than 10 years of practical experience in the designated area.

UACS considers that there should be a balance between the theoretical knowledge and the practical experience which the students gain during the studies.

Our experience indicates that the ratio between domestic professors, industry professionals and foreign professors should be 33:33:33. For the programs delivered in Macedonian language, this ratio is 50:50 (academic professors – industry experts).

SAD and SFL have certain number of tenured professors with master degree which is considered a terminal degree in the corresponding industry.

15. What percentage of your graduate credit hours are taught by a mix of faculty, including sufficient professional experience, consulting experience, or other characteristics to ensure appropriate emphasis on professional practice to meet program objectives? Please

provide the educational qualifications of your faculty members (type of educational qualification, discipline, teaching discipline)

School of Business Economics and Management – MBA Program – Selection

	Education and Research	Previous Work Experience	Areas of Expertise	Awards
Nikica Mojsoska Blazhevski, PhD Dean of the School of Business Economics and Management (SBE&M)	PhD – Staffordshire University UK, Research Director for London School of Economics, Harvard Business School Alumni (EFER EEC)	Ministry of Finance of the Republic of Macedonia	Economics, Labor Economics	2013 – Silver medal Japanese Award for Outstanding Research on Development (GDN) 2011 – Best macroeconomic paper, National Bank of the Republic of Macedonia
Marjan Bojadjiev, PhD Rector	PhD – Institute of Economics Skopje Harvard Business School Alumni (EFER EECPL)	Financial industry CEO of several Macedonian companies	Organizational behavior, Organizational alignment	2012 – Teacher of the Year Award by the Accreditation Council for Business Schools and Programs (ACBSP)
Marjan Petreski, PhD Vice-Rector for Research	PhD and Research Fellow – Staffordshire University UK, Harvard Business School Alumni (EFER EEC)	National Bank of the Republic of Macedonia Ministry of Finance of the Republic of Macedonia	International Economics, Econometrics	2013 – Silver medal Japanese Award for Outstanding Research on Development (GDN) 2010 - Olga Radzyner Award 2009 – Young scientist of the Year Award, Macedonian Academy of Sciences and Arts
Ilijana Petrovska, PhD Vice-Dean for Teaching	PhD – University Ss. Cyril and Methodius Skopje, Macedonia Harvard Business School Alumni (EFER EEC)	Stopanska banka AD Skopje S Team Bates Saatchi & Saatchi	Marketing, Advertising and promotion	
Ana Tomovska Misoska, PhD Management Department Head	PhD – Queen's University Belfast, UK Harvard Business School Alumni (EFER EEC)	Foundation Open Society Institute Macedonia	Psychology, Human Resource Management, Consumer behavior	
Venera Krliu Handjiski, PhD Graduate Studies Coordinator	PhD – Institute Eurobalkan Skopje, Harvard Business School Alumni (EFER EECPL)		Organizational behavior, Refugees and migrants	Business leader of the year 2012 Corporate social Responsibility Award 2012 and 2011

Makedonka Dimitrova, MPPM Head of Entrepreneurship and Leadership Institute at UACS	PhD c. – University of Bologna, Italy MPPM - University of Pittsburg, USA Harvard Business School Alumni (EFER EEC)	MACEF - Macedonian Centre for Energy Efficiency	Entrepreneurship, Corporate social responsibility
Miodraga Stefanovska Petkovska, PhD Assistant Professor	PhD – Institute Eurobalkan Skopje,	NGO - Open Society foundation Macedonian Interethnic Association for Health Promotion and Education	Sociology, Social work and policies, Organizational behavior
Snezhana Hristova, PhD Assistant Professor	PhD – University Ss. Cyril and Methodius Skopje, Macedonia	ATM Auditing and Team Consulting	Accounting, Business strategy and policy
Filip Ivanovski, PhD	PhD – University Ss. Cyril and Methodius Skopje, Macedonia Harvard Business School Alumni (EFER EEC)	CEO of Pakomak	Sales Management Operations Management
Svetlana Petrovska	MBA – University American College Skopje	CEO of Target Communications	Strategic Management, Business Strategy
Krum Efremov, PhD	PhD – University Ss. Cyril and Methodius Skopje, Macedonia	Ministry of Foreign Affairs – economic department	International Marketing
Dimitar Kovachevski, PhD	PhD – University Ss. Cyril and Methodius Skopje, Macedonia University Sheffield	Executive Communication Director at Makedonski Telekom AD	Marketing, Strategic Marketing
Evica Delova Jolevska, PhD	PhD – University Ss. Cyril and Methodius Skopje, Macedonia	Head of National Bank of the Republic of Macedonia Supervision	Statistics, Banking
Gligor Bishev, PhD	PhD – University Ss. Cyril and Methodius Skopje, Macedonia	CEO Sparkasse Bank AD	Bank Management

Angelka Peeva Laurenchikj, MSc.	MSc. - University Ss. "Cyril and Methodius" – Skopje	Head of Image PR Agency	Public Relations
Igor Velickovski, PhD	PhD - Staffordshire University, UK	National Bank of the Republic of Macedonia Senior Researcher	Monetary Policy
Zdenka Nikolovska, MPPM,	MPPM - University of Pittsburgh, USA	Association of Management Consultants MCA 2000	Organizational behavior, Project management

Vittorio DePedys, PhD	ESCP Europe Torino campus	Banking industry in UK and Italy	Corporate Finance, Management
Jeremy Cripps, PhD	Professor Honoris Causa at UACS	American University of Kuwait, Kuwait Heidelberg University, Ohio, USA	Managerial Accounting
Kevin O'Neill, PhD	State University of New York, Plattsburgh, NY, USA	Consultant / Industry Expert	Operations management
Jean-François Gagné, PhD	Institut Supérieur de Gestion, Paris, France	Consultant / Industry Expert	Strategic Management, Leadership, Organizational change
Gerhard Wassenberg, PhD	Aachen University of Applied Sciences, Aachen, Germany	CEO Consultant Research Fellow	International Marketing
Jaka Vadjal, PhD	GEA College of Entrepreneurship, Ljubljana, Slovenia	Consultant / Project Manager	Entrepreneurship
Dimitrios Akrivoulis, PhD	University of West Macedonia, Florina, Greece	Research Fellow	Leadership, International Management, Globalization
Michael Graef, PhD	Worms University of Applied Sciences, Worms, Germany	Senior management and executive positions	Strategic Management
Irena Nikolvoska, Phd	Barry University, Miami, FL, USA	Research Fellow / Advisor	Venture Capital
El-Hadj M. Bah, PhD	The University of Auckland, Auckland, New Zealand	Research Fellow	Economic Development, Macroeconomics, Growth and Development, International Economics

16. How do you establish the appropriate workload of the faculty?

UACS has a bylaw on academic-administrative workload (AAL) which regulates number of contact-hours for undergraduate and graduate program, mentorship of master thesis and thus like. The Bylaw is based on the experiences of similar and highly recognized international universities as well as on the compulsory criteria of the international accreditations which UACS has obtained. This Bylaw sets out the specific level of academic and/or administrative workload which a professor should have in accordance with his/her title. The Bylaw also lays out the systematic promotion of professors following either an academic or an administrative track.

17. How these policies are administered?

The Rector, the Deans, Heads of Departments and the Human Resource Office are responsible to monitor the level of compliance and to implement the AAL policy. The plan for the workload of the professors which corresponds to qualifications is prepared before the beginning of the academic year. If necessary, the plan is subject to revision before the beginning of the spring semester.

18. How do assistants participate in these important functions?

The assistants participate on the ASC Meetings of the schools where they belong and are involved in the process of defining the workload of the faculty.

19. Which fact-based information, such as benchmarking (comparison with the best practice) with other high-quality institutions or historically appropriate criteria do you use in order to compare your work with the others?

UACS operates according to the policy applied by most of the Universities which are accredited by ACBSP (Accrediting Council for Business Schools and Programs). The world leading Universities have policies of appropriate academic-administrative workload which includes lectures, research, administrative activities etc., and UACS has adopted and implemented this practice since 2011.

With regards to the AAL policy, UACS has been using experiences of: University of Phoenix, University of Budapest, University of Rotterdam – Erasmus, GEA College Ljubljana and others.

20. Which processes do you use in order to evaluate and improve the combination of the nine functions (tasks during the lectures, student advising, research and professional activities, administrative activities, interaction with the business community, specific research projects and programs, thesis mentoring, traveling to locations outside the campus, activities related to the community etc.)

UACS has a Bylaw for academic-administrative workload of the faculty which lays down the optimal workload of the professors. This Bylaw also sets out the methods of professional development which enable the professors to develop professionally in one of the three areas – education, research or relations with the community. UACS uses a process of 360⁰ evaluation where these three main elements are being evaluated.

21. How do you identify the needs for development of the faculty and the administrative staff?

The faculties have the right to choose a track in which they desire to develop and progress (research, academic or administrative). The academic advancement is related to fulfillment of specific criteria stipulated in the Higher Education Act of the Republic of Macedonia, while the other two tracks are not directly related to national legislation. Usually, the development needs of the

faculty and the administration result from the UACS strategy as well as the individual needs of the employee. In the academic 2012/2013, the strategic emphasis has been on research and publication so for this purpose Research Seminar Series – RSS have been organized. For the members of the administration, the employees have liberty to apply for seminars and trainings which would help them advance professionally or have sabbaticals in order to pursue a degree. Both academic and administrative staff is encouraged to participate in professional organizations and to pursue a higher educational degree.

22. What types of trainings and orientation programs are available?

UACS has several programs for training and orientation:

- Socialization and Training Seminar – at the beginning of each semester UACS organizes a seminar for induction of the new faculty. In addition to the new members of the UACS family, this seminar is available for all existing members of UACS who consider it useful to renew or expand their own knowledge.
- Peer-to-Peer Feedback – is a program which UACS has introduced in order to enrich the communication and the exchange of best-practices among faculty.
- “Be a Host” Program – is a program which is carried out on regular basis within the UACS and which enables gaining new skills and techniques for teaching from visiting professors coming from prestigious universities.
- Research Seminar Series – RSS – seminars designed to facilitate the process of research experience and the exchange practical advices among faculty and to enable higher level of involvement of the faculty in research-related activities.
- Master and Doctoral Degree – UACS offers to all of its members first and second cycle education. For the members who wish to advance in academia, UACS sponsors doctoral programs
- External Trainings – UACS sponsors external trainings related to the necessity for professional advancement of its members

23. How do you recruit and develop the academic and administrative staff?

UACS uses several recruitment methods:

- By advertising vacancies in the daily newspapers, the UACS web page and other advertising web pages in Macedonia
- By publishing vacancies in international media (usually on the ACBSP web page, on annual basis)
- By means of individual applications
- By establishing contacts with the business community (according to the recommendation of the members of the Business Council of the UACS)

24. How do you measure and compare the trends of the activities related to the development of the academic and administrative staff?

Every year, the Dean and the professors set out the objectives which must correspond to the Strategy of UACS. The trends of activities of the academic and administrative staff are measured and compared according to the level of compliance of the plans for professional development of each member of the faculty with the annual plan of each school and/or the level of compliance with the objectives set out at the beginning of the year.

25. In the process of development of the academic and administrative staff, how do you manage the activities such as absences (sabbatical), paid leaves, grants, student support, travels and research support?

The paid leave and sabbaticals of the faculty or the administration are set out in the Bylaw on the academic-administrative workload of UACS.

Simple policy (so far) has been that a faculty can take a semester off, to finish doctoral thesis.

Funding for research, business trips to attend conferences and research funding are set out in the Bylaw for scientific-research work. Currently it is available to SBEM only, but UACS plans to expand for other schools, too.

26. How do you monitor/evaluate the service activities of the faculty?

The service activities of the faculty boost the exchange of knowledge and practice between academia and the industry (the business world or the community). Faculty members submit annual report on their service-related activities. We are proud to have few faculty members that are:

- Members of Supervisory Boards (of banks or companies),
- Industry or business consultants (ex. one professor is consultant to the Minister of Education,
- Partners with local municipality and community (ex. SAD is partner with major cultural institutions such as Ohrid Summer Festival and Skopje Cultural Summer)

27. How do you monitor/evaluate the administrative activities of the academic staff?

The administrative activities of the faculty are evaluated with the 360 degrees evaluation. The Dean evaluates the work of professors in respect to the involvement in the meetings of the Academic Scientific Councils, assistance and support in the processes of accreditation etc. In addition, the administrators who cooperate with professors evaluate the timely submission of grades, availability for students and colleagues, fulfillment of the obligations related to the student affairs etc.

28. How do you monitor/evaluate the relations of the faculty with the industry?

In the Annual Professional Development Report, professors specify the activities which they have participated in throughout the year. This report includes activities directed towards strengthening, improvement or establishing new relations with companies and organizations in Macedonia or abroad. UACS monitors the consultancy projects in which the faculty is involved in, professional memberships in national and international organizations etc.

29. How do you monitor/evaluate the consultancy activities of the faculty?

Since 2013, UACS has established a UACS Enterprise – the unit to deal with University-industry relations, which faculty uses for carrying out consultancy activities, trainings etc.

In addition to the trainings organized by UACS Enterprise, professors are expected to engage in consultancy projects and activities via UACS or UACS Enterprise.

In this way, they improve the ranking of UACS according to Jiao Tong is improved through improving the ratio 'income from industry'.

On the other hand, UACS offers powerful networking opportunities for its faculty. UACS also provides financial support and financial warranties, if requested by the organizations seeking consultancy services.

30. How do you monitor/evaluate the additional program contributing activities of the faculty?

The additional activities of the professors are monitored by their active participation in the ASC Meetings or the Department Meetings. The reports from these meetings include suggestions for improvement of the academic programs, improvements of a specific course, appropriate literature, new evaluation methods or methods of teaching etc.

In addition, additional activities for UACS promotion are strongly encouraged.

They include, but are not limited to:

- A) Road shows,
- B) Educational fairs,
- C) Participation in accreditation teams,
- D) Participation in activities of the Association for Better Education),

These activities are part of the Rector's evaluation. They are classified as "organizational commitment" and "organizational citizenship".

31. How does the academic or administrative staff promote students focus?

UACS applies the model of participative learning with focus on the students (Participant Centered Learning). This method puts students in the center of the teaching/learning process. It is a principle implemented by the Harvard Business School and is recognized as one of the most effective methods of classroom teaching.

Every year, few faculty members attend a training by the European Center for Entrepreneurial Research in order to get introduced with this method of work, and then to exchange their knowledge with the other members of UACS.

In addition to the educational process, UACS considers that students should be in the focus in the process of improvement of the educational process. Students are stimulated to evaluate their professors at the end of the semester, to evaluate the administration and to indicate the methods of improving the student life.

UACS has designated Grievance Officer, so that the students can submit complaints related to grades, education process or other matters related to their experience at UACS.

In addition, UACS has designated faculty member in charge of students' sports and recreational activities.

UACS has also designated officer to work more closely with the students. However, this collaboration hasn't been deemed successful, so far.

UACS dedicates great attention to the practical training of students and development of their skills and thus pays great focus on providing internships. The Career Center has a specific task to provide internship for students which sometimes even lead to employment in the company.

32. How the responsibilities of the faculty ensure effective communication and collaboration between the Departments and the different units of the school which must operate together in order to achieve the needs of the program and the students?

UACS considers that the best way for establishing effective communication and cooperation is to set intradepartmental teams. This is one way for members of different sectors to cooperate on mutual matters. It is considered a powerful mean of exchanging ideas.

UACS strongly supports and encourages the cooperation between the departments of one school as well as cooperation between the different schools. This cooperation is especially important in the areas of research and consultancy projects. In order to stimulate this “mixed” cooperation, UACS has adopted a decision that only the publication of papers which are a co-authorship of faculties from two or more schools will be supported financially.

Any information which might be of interest for the broader public and is organized by some of the units at UACS is published on the information boards and monitors throughout the University. In addition, all decisions which are adopted by the bodies of the University are published on the intranet portal or the UACS web site.

33. How do you ensure that the work and the positions are created and managed in such a way so as to create possibilities for individual initiative, and independent responsibility in the process of creating, managing and improvement of the educational and programming processes?

UACS strongly supports the participatory management. All concerned parties are involved in consultation in the decision making process and the process of delegating activities.

UACS stimulates the creativity of its members by providing more general directions for the work that should be done and leaving space for creativity and individual organization of the tasks. UACS also values the self-initiatives of each of its members.

34. How do you ensure that the work and the positions are created and managed in such a way so as to promote flexibility, cooperation, rapid response for the requirements for satisfying the needs of the students, involved parties and operational work?

UACS considers that the faculty must be flexible in relation to working hours in order to:

- 1) Achieve the balance between the personal and professional life
- 2) Stimulate faculty creativity
- 3) Ensuring sufficient space for mutual meetings in order to intensify the cooperation among faculty or between the faculty and the students.
- 4) With the introduction of a designated grievance officer, UACS strives towards providing rapid response to students’ needs

35. How do you ensure that the work and the positions are created and managed in such a way so as to improve the process of exchange of skills and knowledge between different units, Departments and working positions?

UACS creates and maintains organizational culture where idea and information sharing is the key for successful work. The teachers are stimulated to attend the lectures of their colleagues, to learn from each other and to exchange their experiences using the peer-to-peer feedback. Besides that, UACS has adopted a decision for introducing “Be a Host” Program which stimulates professors to learn skills and to exchange experiences with visiting professors who teach at prominent universities abroad.

36. How your system for compensation and recognition of individuals and groups of members of the faculty strengthens the effectiveness of the entire operational system and the learning objectives?

Every year, UACS carries out the 360^o evaluation and awards those professors who showed the best results during the year. In addition to these annual bonuses aimed to support performance, UACS also provides ad-hoc bonuses to individuals or teams for “job well done”. It is considered an additional driving force. The downside is that there are no clear criteria for job well done bonuses.

UACS employs:

- A) Skill based plan – remuneration according to the formal title, and
- B) Performance based plan – merit based remuneration and promotion.

Of course, there is always a room for improvement. UACS shall work to improve its performance in this direction.

37. How do you improve your system for evaluation?

The system of 360^o evaluation is subject to periodical review in accordance with the changes in the academic/business environment, the needs of UACS for improvement of the organizational culture, the needs of the faculty for more detailed feedback on their performance etc.

The faculty has the possibility to propose amendments to the evaluation. UACS regularly follows the trends which are applied by other international universities and if it considered that a specific practice could be useful, it is incorporates in UACS process of evaluation. In the same time, we use the experience from the past years as an indicator for specific parts of the evaluation which could be improved in the future. However, before introducing any kind of amendment in the evaluation, it must be communicated by the Rector to all members of the faculty on a joint meeting (in most of the cases in Town Hall Meeting on which the professors, assistants (junior faculty) and administrative staff of the University are invited to participate).

38. How do you measure the satisfaction of the academic staff? Specify the results. What can be done in order to improve the results?

The faculty can express their satisfaction or dissatisfaction informally as well as through the formal 360 degrees evaluation. Professors participate in the evaluation of the Dean of the school, the Rector of UACS, other administrators at UACS with whom they cooperate (ex. Secretary General, Human Resource Officer, Chief Academic Officer, IT). The results of the evaluation are subject to analysis by the management at the end of the year. In cooperation with all employees, solutions are being discussed in direction of improving the current situation.

Part VII - Management of the educational process

1. How are new programs developed and introduced at the schools within UACS?

The Office for academic affairs and international relations, assisted by the Career Center, carries out research by means of an annual questionnaire for measuring the satisfaction of the current and former students. The information is categorized at program level and is reported to the concerned parties of the University. These activities are performed to ensure that students receive the offered programs which correspond to their needs.

2. How much time does a regular student need to complete the program?

The tables provided by school present the analysis in respect to the time necessary for one student to complete the academic program. Annex 5 provides detailed information.

3. Specify details for the timely and prolonged time for graduation of the students according to cohort for first and second cycle of studies.

The detailed analysis for the timely and prolonged time of graduation of the students by cohort, for first cycle of studies is provided in Annex 5.

4. Specify the progression rate for the students by cohort and for undergraduate and graduate studies.

The rate of progression by cohort and for undergraduate studies are provided in Annex 5.

5. Which are the methods of delivery (classroom, correspondence, independent learning, distant e-learning etc.) for the courses at undergraduate and graduate studies?

- Undergraduate studies - Programs (full time) with full working hours, (delivery in classroom).
- Undergraduate studies with programs for part-time work, (independent learning).
- (Full time) Graduate programs for undergraduate studies with full time, method of delivery in classroom, Participant centered learning, Harvard business case studies.

6. What is the credit structure of the courses at the schools? What is Notion learning Time to earn academic credits?

While taking courses, students earn academic credits, European Credit Transfer System (ECTS) suggest 25 hours of learning time (Notion Learning time) per academic credit. Usually, the basic and intermediary courses uphold 6 ECTS, and advanced courses 8 ECTS. Thus, the NLT is 150 and 200 hours per course, respectively.

Students can earn a bachelor degree with a minimum of 180 ECTS. With additional 60 ECTS, they can earn a degree of Specialist, and with additional 60 to 72 ECTS they reach the graduate master level.

7. Do academic units offer non-traditional programs? How do they support the mission and the objectives of the schools?

Such types of non-traditional programs are neither offered to the part-time students nor to the full time students.

8. How do you ensure that the systems for support of the educational process are functioning effectively?

- Library

The educational process guarantees that all students are provided with the necessary literature and additional reading stuff. Students pay annual fee for library membership. The annual fee for membership also covers the using of the on-line library, EbscoHost. The library also provides support of 9000 student books, reference literature, reading books from instructors, reading books and reading texts at the university level, as well as weekly/monthly magazines. Case studies are purchased by UACS from HBS, for every student.

Records Office (Student Affairs Office)

Students who successfully enroll to some of the programs are provided with a support for structuring their academic program, for registering the courses, seminar for orientation, academic counseling, transfer of academic credits, continuing the studies abroad, academic counseling in case of probation, tutorship, issuing records, lists and coordination of the parents with the students.

- IT

University provides free and unsecured e-mail services to all students at the undergraduate and post-graduate studies. During the admission process for enrollment of students, students are provided with a username and password. The IT department does not keep records of passwords to students in case of loss of a password; the students will be assigned a new password for their user account / e-mail. Student's usernames, e-mail addresses are available for the entire period of the studies until the completion of the program. After completion of the academic studies, the e-mail addresses and user accounts are reset and are no longer available.

- Finance Office

During the admission process, students gain a variety of opportunities for program discounts during the studies. A variety of discounts are available: 5% discount for early registration, 5% family discount, and 5% discount for a member of the Business Council. A total discount of up to 20% may be awarded to the newly enrolled students.

- The students may be provided with student loans and instalment payment. The annual plan for payment includes payment of 9 instalments, which are paid in two semesters depending on the degree provided by the Finance Office.
- Scholarships for the best and merit students. Given predetermined criteria, students can receive up to 50% reduction of the tuition. During the academic year 2012-2013, 15 scholarships have been granted to students who achieved excellency and to orphans.
- Students are granted with scholarships from sponsors which collaborate with UACS and from the UACS Foundation. Three scholarships have been granted by the Foundation.

- Reception Desk

The Reception or the Front Desk aims to provide the first impression. Calls are received and redirected and connected for the purposes of clear and understandable communication. The calls are frequent and persistent throughout the entire working hours and at any time there is a person responsible for coordination and redirection of the entire communication. The communication is on Macedonian and English language.

- Networking

The purpose of the Unit for Networking is to ensure and confirm that all students are informed for the daily and weekly activities. The methods and channels of communication include Facebook, short telephone messages, telephone calls and posts. Students use their university e-mail addresses to communicate with the administrators and with the other resource centers of the University.

- Cafeteria

Food and beverages are available for reasonable prices. The cafeteria is open all day. It works in two shifts which ensure continuous operation and the food is delivered on daily basis for additional guarantee of quality and safety.

9. How do you improve the process of enrolment of students? How the improvements are shared within the organization? How do you plan to achieve higher interest in enrollment if the interest for enrollment is very low?

Improving the process of enrolment of students involves several forms. First and foremost is the inclusion of instructor and administrative staff in the process of recruitment. At the beginning of the fall semester the Association for better education has set out actions for visiting high schools and delivering training seminars and short lectures for high school teachers.

Through a unified marketing strategy, the University achieves its strategic goals of attracting local students who are able to follow the American educational model.

Currently the enrolment of new students on almost all academic programs is reduced which is most probably a result of the introduced dispersed studies in smaller towns in Macedonia. In order to overcome such unpredictable circumstances, the Association for better education has set out a new strategy for improving the performance of all educational programs, the trainings of the professors to be more responsive and proactively targeted towards the needs of the students. The strategy "World of mouth" is also implemented and we believe the number of enrolled students will increase, due to such new changes, improvements in the performance of the program and the rates of satisfaction of the students.

Part VIII - Research and publishing

1. How many titles were published by UACS in the last academic year (attach the list of titles in addition)

In the last academic year, 180 titles by the faculty of UACS were published. The list of all schools of UACS is attached in Annex 7.

2. How many UACS Books of abstracts and exhibitions were published in the last academic year?

Yes, UACS published one Book of abstracts and exhibitions during the academic year.

3. How many academic conferences were organized?

One academic conference on European integration (8th annual conference) was organized, under the title: "Out of the crisis: EU Economic and Social Policies Reconsidered".

4. How many other academic events (e.g. workshops, seminars, etc.) are organized?

During the academic year, 24 seminars were organized on research topics of academic writing, reviewing, preparing abstract, academic publishing, selection of journals for publishing and related topics.

5. Have the members of the faculty gained national or international awards for their academic work? Please provide a list of awards and credits.

Professors Marjan Petreski and Nikica Mojsoska-Blazhevski won the second place worldwide for the proposed project „EdPlaKo-MK: a tool for greater gender equality in wages, with emphasis on the characteristics of workers and selectivity bias into employment “by the Global Development Network and the Government of Japan.

6. Does the University offer assistance in research activities and the publication of papers – formal and informal? Please elaborate.

Through the Research Committee, UACS offers academic assistance for application and participation in international conferences, training, writing and publishing papers in international journals. The Committee, in cooperation with the Commission for funding research activities, provides financial support for participation in conferences and publishing papers.

7. In what way the research activities of the University are monitored and evaluated?

To achieve professional advancement in accordance with LHE, a set of objective criteria must be met. Faculty must publish research in international peer-reviewed journals.

Faculty that teaches design and architecture is also required to present its work in a suitable form (exhibitions for instance).

Schools monitor the professional development of their members. They also provide advice and assistance where necessary.

The research activities of the faculty are valued equally as their activity as lecturers. Schools promote research spirit by establishing a Research Committee, through which series of seminars were held.

Also, a small fund at the university level is available for project development, and applying for research grants is encouraged.

The faculty is encouraged to participate in international conferences and to disseminate their research results, and the University has funds to support these activities. In addition, the University supports the establishment of research laboratories and the Research Committee is responsible for their creation and work. Table 8 summarizes the research activity of UACS, through different categories of research work, for each school.

In the academic 2012-13 year, UACS increased the level of research by 33% compared to the previous year. At the same time, according to the University's commitment to invest in international research activities, there is a notable increase in the volume of research registered in the groups "Published papers of international significance" and "Working on research projects (of international significance)".

Table 8. – Research activities

Name of group	Description of the scientific paper/lecture/research project	SDEM	SPS	SL	SCSIT	SFL	SAD	Total	Change compared to 2011-12
Scientific books and monographs	Prominent scientific book and monograph of international importance	0	0	0	0	0	0	0	-100.0%
	Scientific book and monograph of international importance	4	0	0	0	0	0	4	33.3%
	Scientific book and monograph of domestic importance	0	1	0	0	0	0	1	-80.0%
Book chapters and book reviews in journals	Book chapter of international importance; book review in leading journal or thematic journal of international importance	1	3	1	0	0	0	5	-37.5%
	Book chapter of domestic importance; book review in leading journal or thematic journal of domestic importance	1	0	1	0	0	0	2	-33.3%
Published articles in international journals	Published article in international journal with impact factor	2	0	0	0	2	0	4	-80.0%
	Published article in international journal without impact factor	11	10	1	1	6	1	29	16.0%
	Plenary session of invited paper at a conference of international	5	1	0	0	0	0	6	-71.4%

	importance, printed entirely or abstract								
	Paper presented at a conference of international importance, printed entirely or abstract	26	11	10	16	7	2	70	-17.6%
Published articles in domestic journals	Published article in domestic journal	2	1	0	0	0	20	3	-70.0%
	Introductory session of invited paper at a conference of domestic importance, printed entirely or abstract	2	0	0	0	0	0	2	-50.0%
	Paper presented at a conference of domestic importance, printed entirely or abstract	0	0	0	0	0	0	0	-100.0%
Dissertations and theses by faculty	Defended doctoral thesis by faculty	0	0	0	0	0	0	0	0.0%
	Defended master thesis by faculty	0	0	0	2	0	2	2	100.0%
Devising a research proposal	Devising an international research proposal as principal or co-principal researcher	8	1	0	2	0	0	11	0.0%
	Devising an international research proposal as assistant researcher	7	1	0	0	1	0	9	50.0%
	Devising a domestic research proposal as principal or co-principal researcher	0	0	0	0	0	0	0	-100.0%
	Devising a domestic research proposal as assistant researcher	2	0	0	0	0	0	2	100.0%
Work on a research project	Work on international project with an outcome: Report, Monograph, Study, where the faculty appears as principal or co-principal researcher	12	0	0	0	1	0	13	-13.3%
	Work on international project with an outcome: Report, Monograph, Study, where the faculty appears as assistant researcher	2	0	0	0	1	0	3	-66.7%
	Work on domestic project with an outcome: Report, Monograph, Study,	2	0	1	0	0	1	3	-81.3%

	where the faculty appears as principal or co-principal researcher								
	Work on domestic project with an outcome: Report, Monograph, Study, where the faculty appears as assistant researcher	2	0	0	0	0	1	2	-50.0%
Analytics	Report (Editor)	4	0	0	0	0	1	4	-20.0%
	Short analysis, forecasts, models (Editor)	1	0	0	0	0	0	1	#DIV/0!
	Report (Analyst)	0	0	0	0	0	0	0	-100.0%
	Short analysis, forecasts, models (Analyst)	7	0	0	0	0	0	7	40.0%
Editorial and reviews	Editor at international journal with impact factor listed on the Web of Science	0	0	0	0	0	0	0	#DIV/0!
	Editor at international journal	0	2	0	0	0	1	2	-33.3%
	Editor at national journal	1	0	0	0	0	0	1	-50.0%
	Reviewer at international journal with impact factor listed on the Web of Science	2	0	0	0	0	0	2	-87.5%
	Reviewer at international journal	2	1	0	0	0	1	3	200.0%
	Reviewer at domestic journal	1	0	0	0	0	0	1	#DIV/0!
	Participation In Program or Reviewing Committee of International Conference	3	2	1	0	0	1	6	-14.3%
	Reviewer of International Conference	2	1	0	0	0	0	3	-57.1%
	Participation In Program or Reviewing Committee of International Conference	0	0	0	0	0	0	0	-100.0%
	Reviewer of national conference	0	0	0	0	0	0	0	#DIV/0!
Research residency	Research stay in USA, EU, Canada, Japan, Switzerland, Norway	4	2	0	0	1	1	7	-46.2%
	Research stay in other countries	0	1	0	0	0	0	1	#DIV/0!

Detailed analysis of research papers and work can be found in Annex 7 and 8.

8. How do you determine appropriate distribution of research activities and publishing?

The Research Committee is responsible for the distribution of research and scientific activities. Dissemination of information is performed by each member of the committee, whereby each member is responsible for his/her school. It ensures uniform distribution of research activities and publishing.

9. Do the managers and faculty make reviews of the achievements in terms of research and publishing activities to meet the needs and requirements?

Yes. At the end of each academic year, the Research Committee evaluates each member of the faculty, according to multiple criteria given below in Annex 7 and 8.

10. How do you follow / evaluate research activities at your University? Specify number and make a list of publications and research projects (with total costs and the institution that financed it).

The evaluation is conducted by the Research Committee, individually for each member of the faculty. Aggregated results for the academic 2012-2013 year are given in Table 8. The list of publications is given in Annex 8.

11. How do you track / evaluate professional activities at your University?

Professional activities of UACS are followed through annual reports on professional development. In the reports, each faculty member is required to enter his/her activities related to conferences, published research work, attended trainings and seminars, projects and etc. The Dean of each school reviews the reports of each faculty individually and in collaboration with him/her suggests directions for further professional development.

12. Provide a list of all consulting activities, projects, technical workshops involving members of faculty

No such

13. Do you have any accepted application by the State Office of Industrial Property of the Republic of Macedonia for a new applied invention, for a patent, trademark, industrial design or geographical name?

We had one application for a patent.

Part IX - Finance

1. How is the University financed?

The University is financed by tuition of the students enrolled on the undergraduate and graduate studies at all six schools. Part of the income comes from research projects from national and international donors, as well as from offering corporate training (Executive education) and consultancy.

2. Through this way of financing, what are the financial results for the last 2 years? Specify indicators.

Table 9. – Profit margin

2012	2013
2.25%	3.12%

3. Does the University receive state funds? If yes, please state the proportion of those assets to the total assets of the University?

The University does not receive state funds.

4. Please specify the tuition for the various programs?

The tuition for various programs is provided in Annex 10.

5. Please specify the ratio between tuition and the total cost of the program?

The ratio between the tuition and the total cost of the program is 80%.

6. What is the number of research projects which were conducted by each academic unit of the University? What was the budget for each project and where did the funds come from?

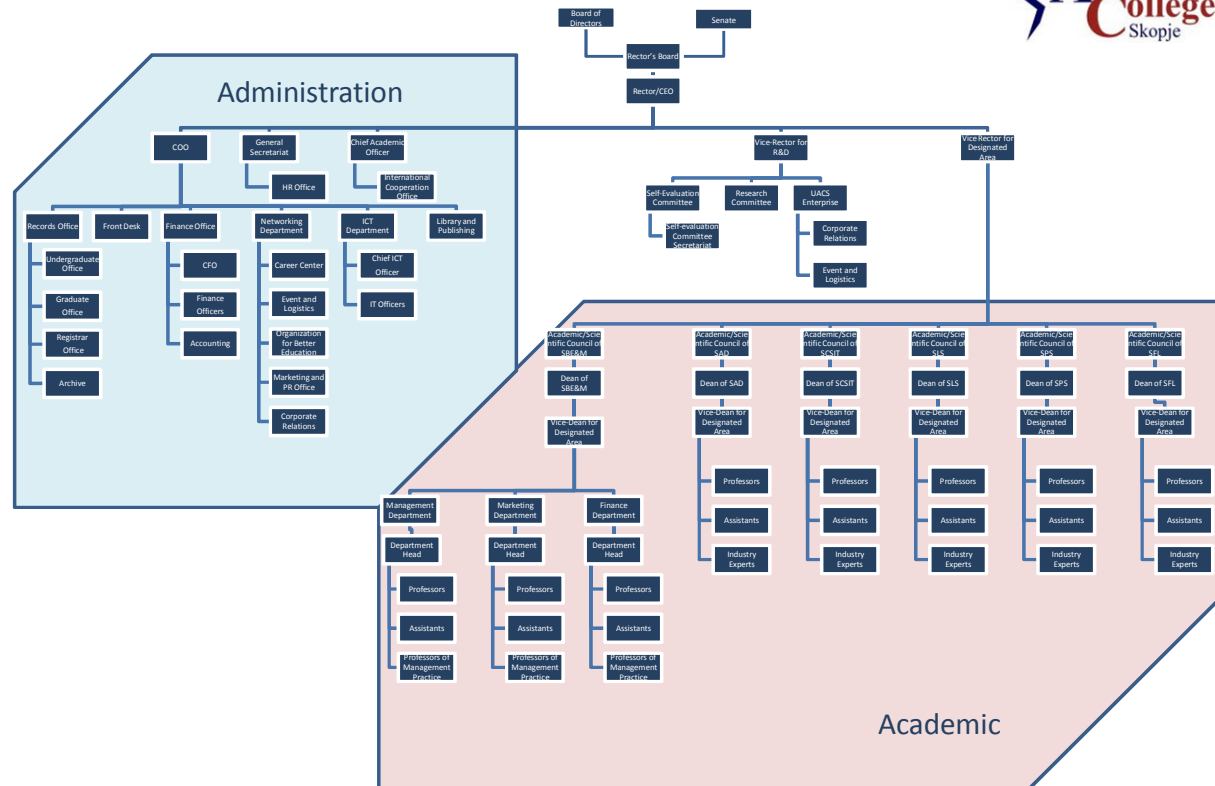
During the academic 2012-2013 year, projects were conducted at SBEM only, according to the following table:

Table 10. – Projects

Title	Donor	Value
To consume or to self-employ: Evidence from remittances' use in Macedonia, Kosovo and Bosnia-Herzegovina	Regional Research Promotion Program	100.000 CHF
Making Work Pay: Evidence from the Western Balkans	Regional Research Promotion Program	75.000 CHF
Building bridges through research: The right way to the European Union	European Commission – FP7	35.000 EUR

Annex 1 – Organisational structure

Organizational Chart – University American College Skopje



Annex 2 – Report of the External Exam conducted in academic 2012-2013 year

SCHOOL OF BUSINESS ECONOMICS AND MANAGEMENT

REPORT FROM THE PILOT EXTERNAL EXAM IN ACADEMIC YEAR 2012/2013

Introduction

The external exam (test) was designed to evaluate students' overall knowledge gained within the undergraduate program/studies at the School of Business Economics and Management, University American College Skopje (hereafter Business School), differentiated by concentration of study. The questions in the test were based on the intended learning outcomes (ILO) defined by the program/concentration, adopted by the Academic Scientific Council. After initially instituting greater pool of questions for each ILO, a draw was made to select the questions that will form the specific tests for the academic year 2012/2013. The tests were approved by representatives from the business community in the country, who confirmed that the questions and concepts within the tests are reflecting the business needs of Macedonian and international companies.

The testing was anonymous and test results did not affect students' grade in any way or on any subject. They serve only to determine the level of achievement of the ILOs, as a summative assessment. In addition, test results will help the Business School to re-assess the ILOs, curriculum alignment of the ILOs, course contents, etc, all leading to improvements in the school operation and process. After two years of implementation, the Academic Scientific Council would set benchmark results.

Results from the external testing for each concentration are presented in the tables below. Student's answers were graded by three possible outcomes: 0 (the respective ILO is not fulfilled), 0.5 (the ILO is partly achieved) and 1 (the ILO is fully achieved). Results are then calculated per ILO as average from all student results achieved in the group (divided by the language on which the students learn – Macedonian (MK) or English (EN)).

Concentration Management

Since the external testing was on voluntary basis, only 3 students from the EN group, and none from the MK group took the exam. From the obtained results it can be concluded that the students were most successful in regards to achieving ILO's 9, 7 and 6. On the other hand the results are very unsatisfactory in regards to the ILO 8 with an overall result of 16.7%. Two other ILO's, the ILO 1 and ILO 5 are also not satisfactorily achieved (30-40). The results show that students have most issues when it comes to financial reasoning and applying their knowledge of finance in particular situations. The results can be due to the formulation of the question and the unequal distribution of questions for different learning outcomes. Another important factor might be the structure of the learning process and possible adjustments in the teaching of the subjects might be needed. Another factor for the results might be the small group of students that filled the exam.

ILO	EN group (average achievement)
Prepare and logistically support the board and staff meetings and other clerical tasks	33.335
Perform detailed analysis of the broad business environment and conditions, as well as assessment of the earning potential of various industries	58.3325
Perform detailed competitor analysis of the main competitors as introduction into the strategic planning process, and evaluate the organizational strategic plan	50
Perform analysis of the earning potentials of the strategic business units of the company	44.44333
Preparation and participation in activities of defining and redefining the mission statement and setting the long term objectives and the vision of the company	66.67
Critical evaluation of the company's performance, using different evaluation methods, including management of information systems	75
Demonstrate the ability to communicate and ensure internal controls are professionally, implemented and provide assurance for users of financial statements	16.67
Apply ethical reasoning and team building practices in business management.	83.33

Concentration Marketing

From the results below it's evident that the students from the Macedonian group showed the best results in the development of marketing strategy and marketing , as opposed to the English group which is a bit weaker in that area . Both groups showed the weakest results in the development of channels of delivery and distribution, but given that there is no specific course for that topic, it will be considered paying more attention to other courses that cover partly that topic.

ILO	MK GROUP	EN GROUP
Develop a complex marketing plan, including development and implementation of situational analyses, implementing a market research and concluding a market summary,	75%	43%
Define the product positioning, differentiation and development a product, brand, price, delivery and communication strategies,	62%	60%
Assess the elements of the brand, measure the level of awareness of the brand, assess the image of a brand and propose measures for improving the perceived quality of the brand,	65%	57%
Implement the steps in the selling process that will increase likelihood for success,	45%	29%
Create or choose most effective distributing channel for the company,	35%	14%
Negotiate and implement few negotiation tactics in order to successfully close the sale,		not covered
Develop a strategy for e-business development and opening an e-shop,	50%	64%
Develop an integrated marketing communications strategy, using alternative channels,	45%	45%
Design an advertisement, a label, multimedia TV commercial.		not covered
Conduct small scale independent research and draw conclusions relevant to marketing ;		

Critically examine the practical significance of what has been learnt about consumer behaviour to their personal life.	55%	64%
Business specific skills including basic research on the micro-environment	50%	50%
Business specific skills including basic research on the macro environment	35%	50%
Average	29%	25%

Concentration Finance

Results from the external testing are presented in the Table. Each subject (course) fulfils one or more Department' Intended Learning Outcomes for all three years of study. Results are calculated as average from all student results achieved in the group (language on which the students learn – Macedonian (MK) or English (EN)). Since the external testing was on voluntary basis, only 17 students from the EN group, and 12 students from the MK group took the exam.

From the obtained results it is evident that the English group' results were far better than the Macedonian group' results. With no exceptions all ILO's were achieved with satisfying level. As for the Macedonian group, we can conclude that the Intended Learning Outcomes No. 1, 2, 5 and 7 were solved with unsatisfying level (30% – 40%). These results will be presented on the Department of Finance next meeting, where the future actions towards achievement of better results will be defined.

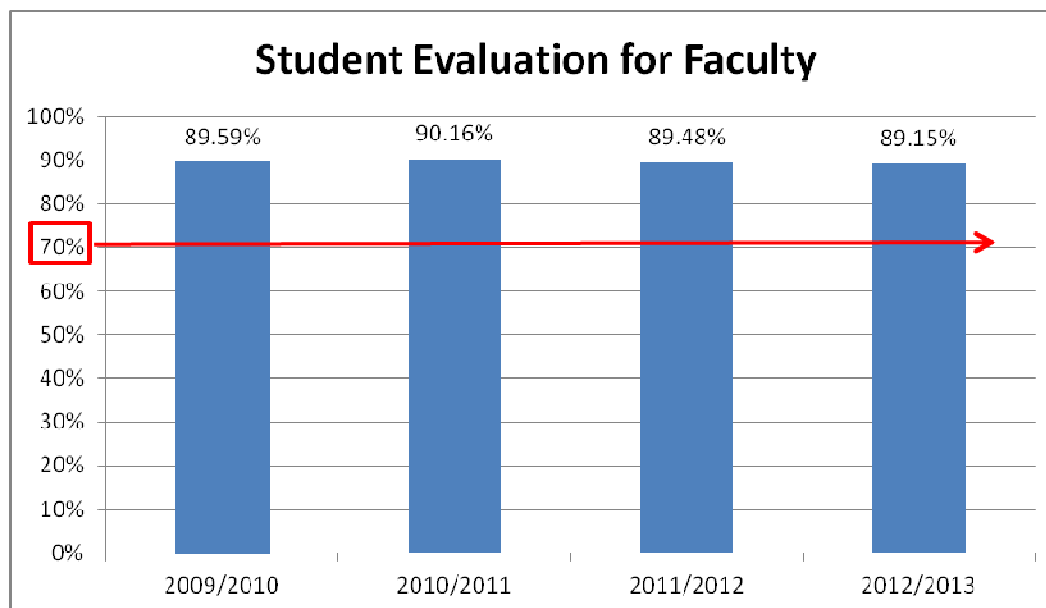
ILO	MK GROUP	EN GROUP
Business specific skills including basic research on the micro and macro environment	31,25%	64,71%
Present financial sector data with supporting justification for the data and reasonable understanding of the financial sector developments, financial sector structure and financial system stability and soundness	43,06%	71,32%
Acquire the analytical skills of cost determination for the financial products, services and innovations	35,42%	98,53%
Professionally present financial reports justifying financial policy	68,06%	90,69%
Demonstrate an understanding of the basic technical skills such as the application of calculation of the main financial indicators and the main financial supervisory standards	56,25%	90,29%
Apply critical reasoning in financial sector analysis, as well as the analysis of the financial sector and macroeconomic environment	37,08%	58,24%

Conclusion and future steps

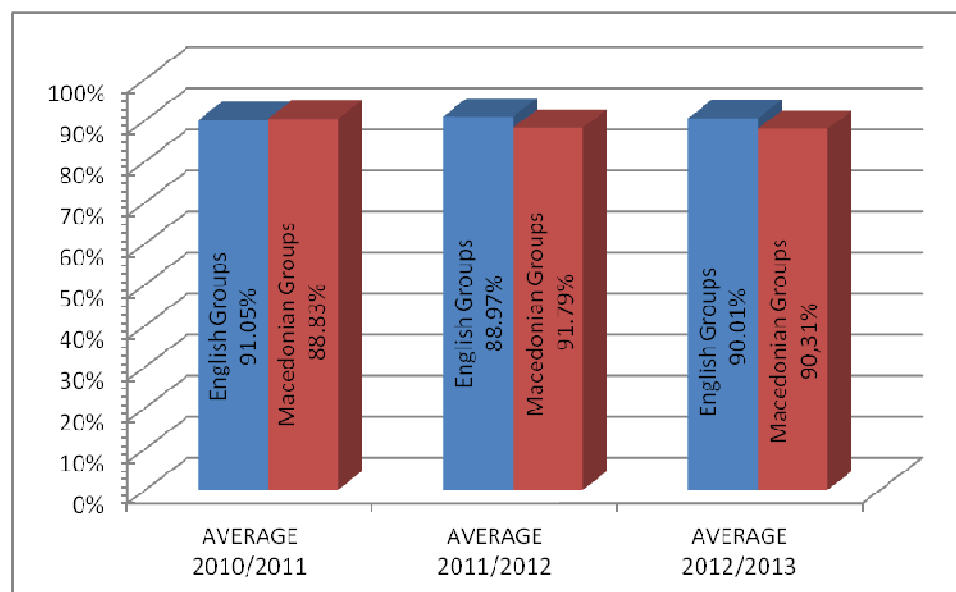
Based on the results from the external test, each department will review the ILOs, the alignment of the ILOs with the curriculum, the way the ILOs are covered under the curriculum (or specific courses), with a focus on ILOs where the achievements are low. Each department will suggest ways to improve the processes and outcomes. The Dean's Council will then discuss the findings and suggestions of the Departments and will adopt directions for future improvements.

Annex 3 – Satisfaction of students from first and second cycle of studies

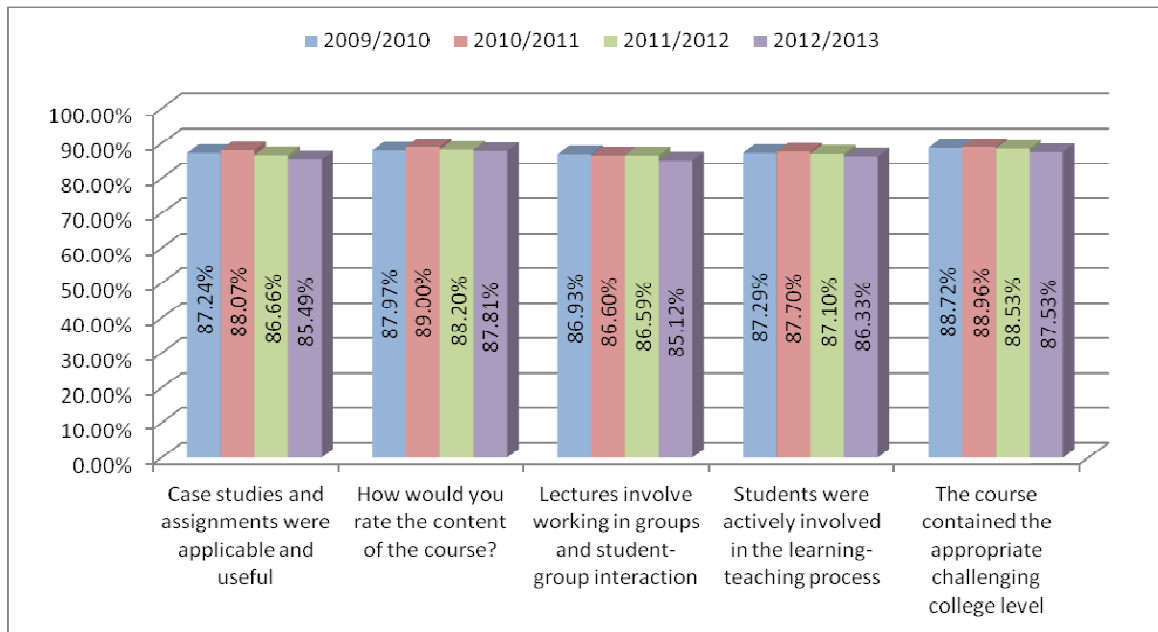
Graphic 1 – Student Evaluation for Faculty



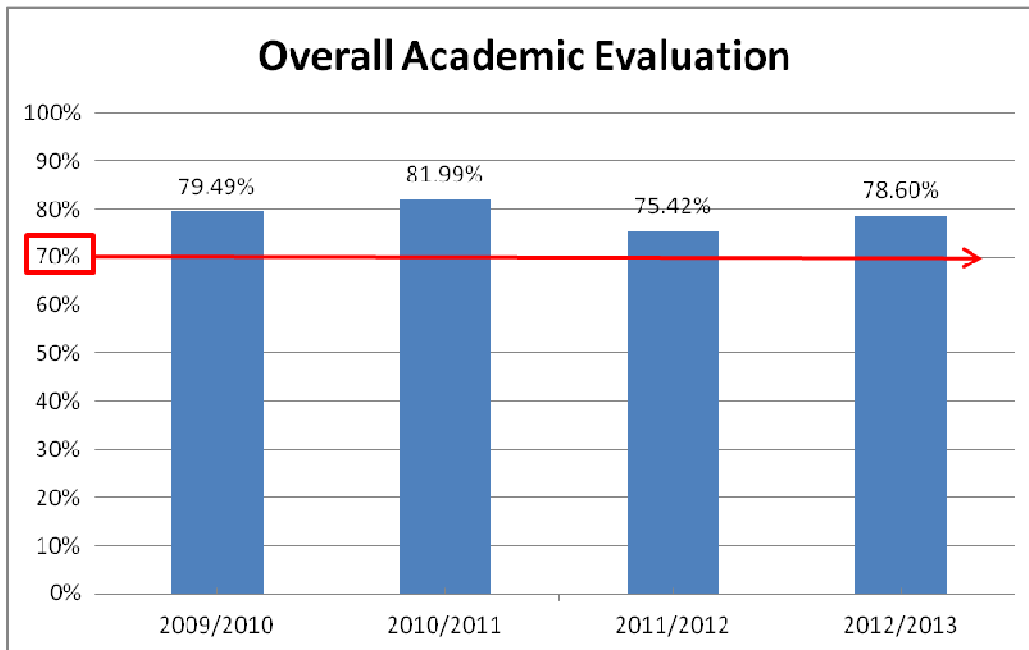
Graphic 2 – Student's satisfaction upon the language of the study program



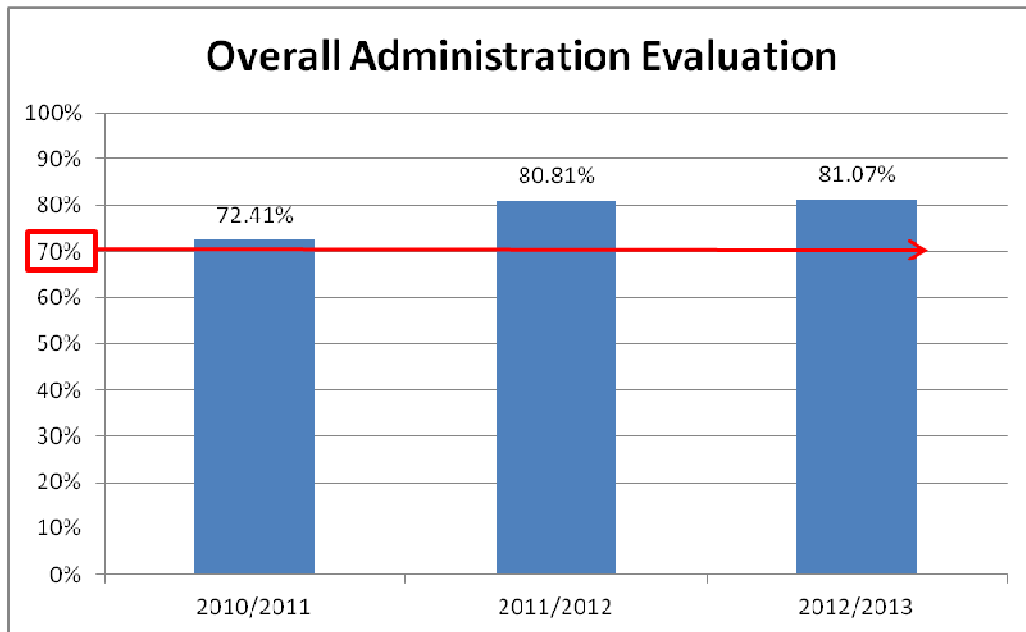
Graphic 3 – Student’s satisfaction on certain issues



Graphic 4 – Overall Academic Evaluation

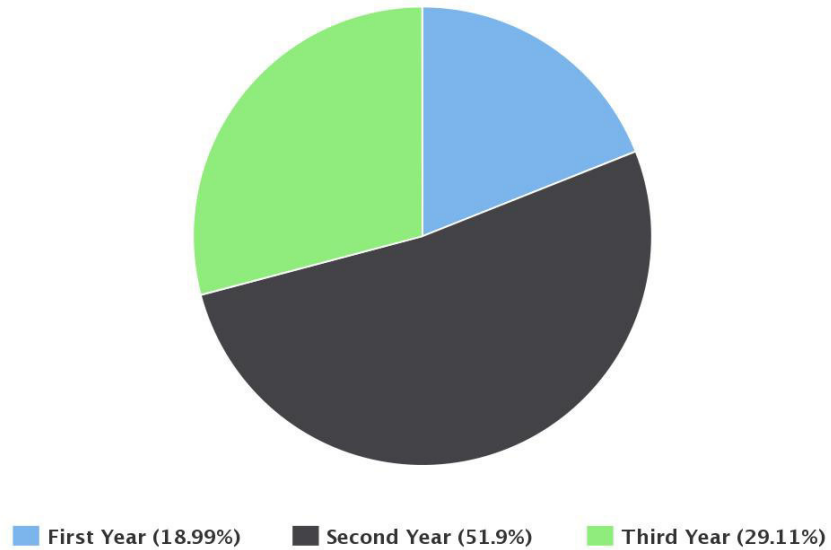


Graphic 5 – Overall Administration Evaluation

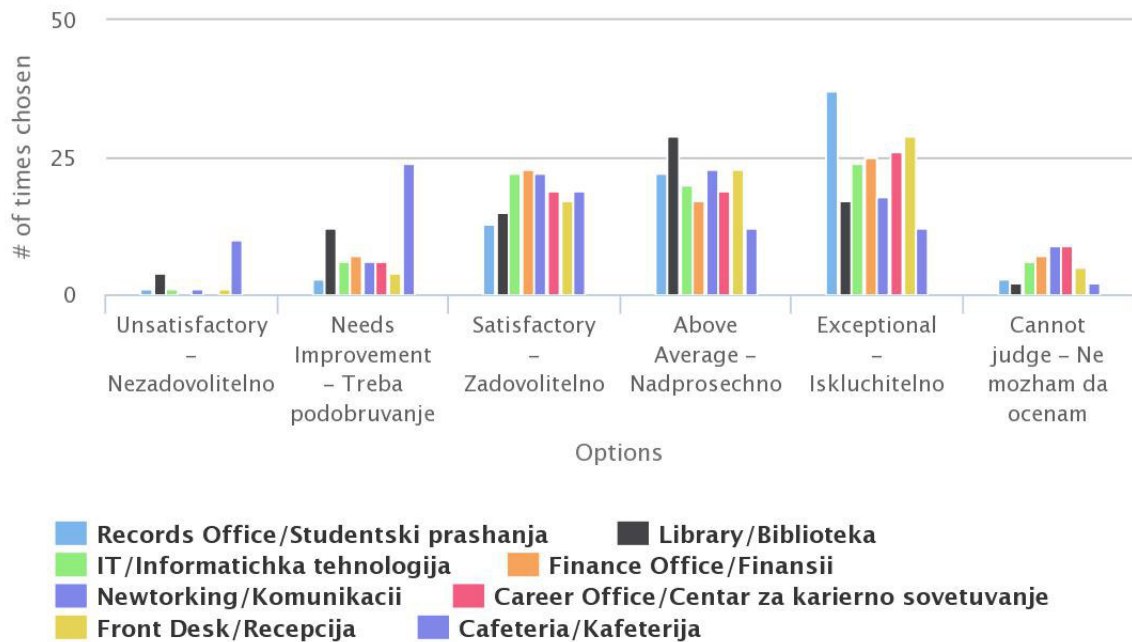


Student's Evaluation of Undergraduate Studies for the academic year 2012/2013
Faculty of Business Economics and Management

Year of studies:

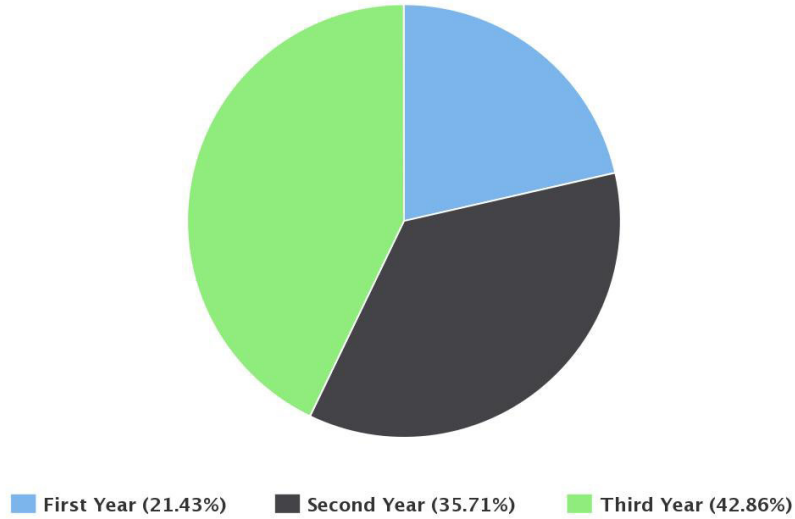


**OVERALL GRADE of the UACS administration / ZBIRNA
 OCENKA za administracijata na UAKS**

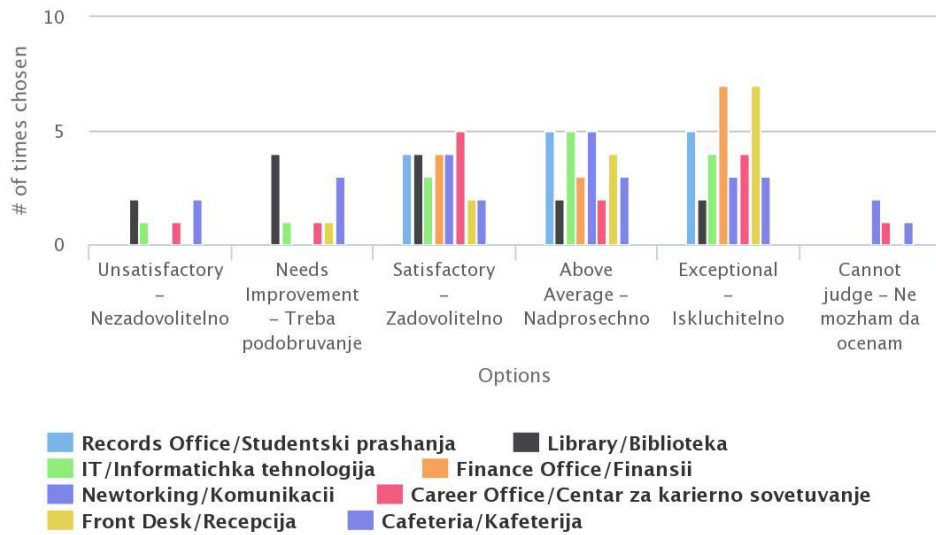


Student's Evaluation of Undergraduate Studies for the academic year 2012/2013
Faculty of Architecture and Design

Year of studies:

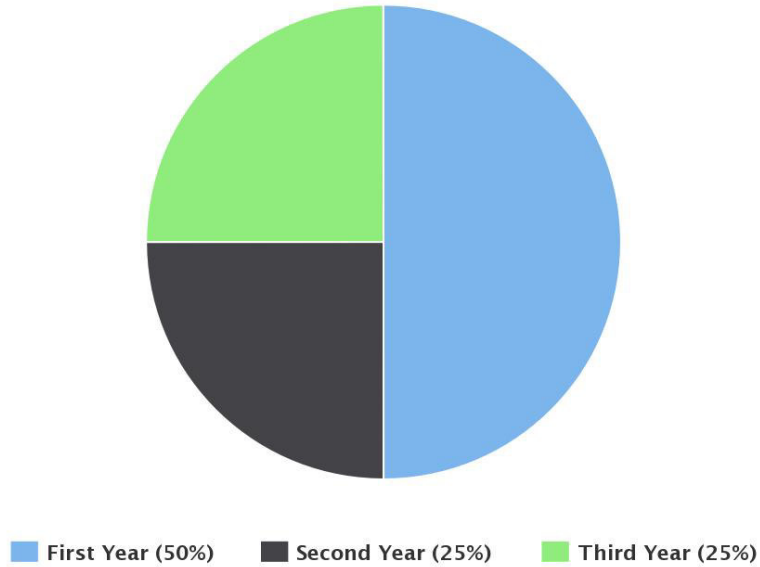


OVERALL GRADE of the UACS administration / ZBIRNA
 OCENKA za administracijata na UAKS

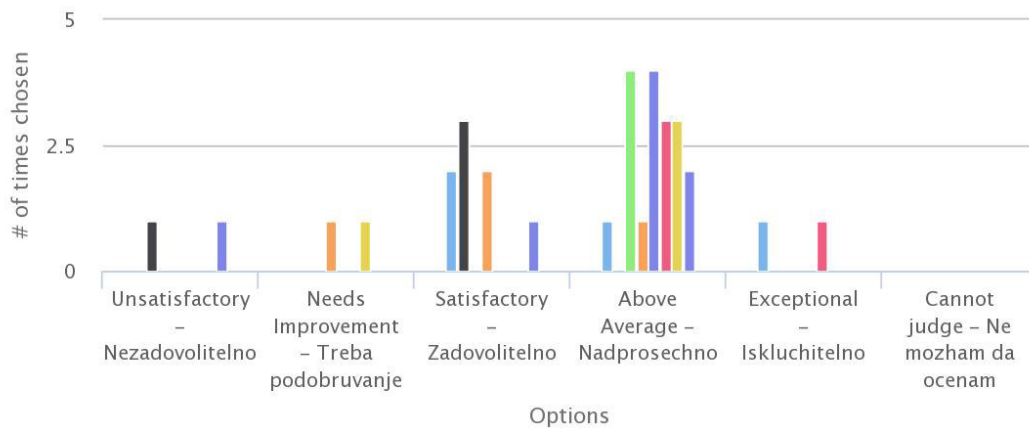


Student's Evaluation of Undergraduate Studies for the academic year 2012/2013
School of Computer Science and Information Technology

Year of studies:



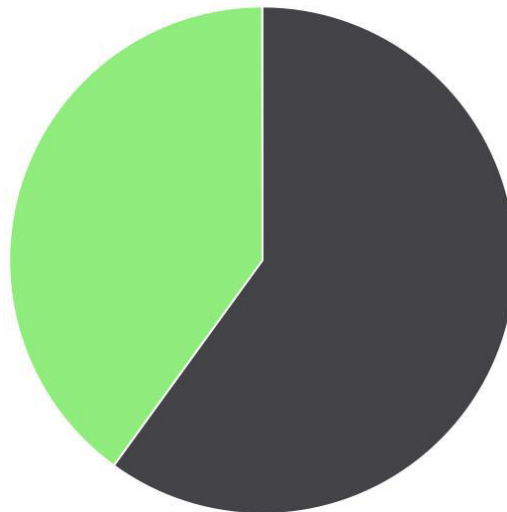
**OVERALL GRADE of the UACS administration / ZBIRNA
 OCENKA za administracijata na UAKS**



Student's Evaluation of Undergraduate Studies for the academic year 2012/2013

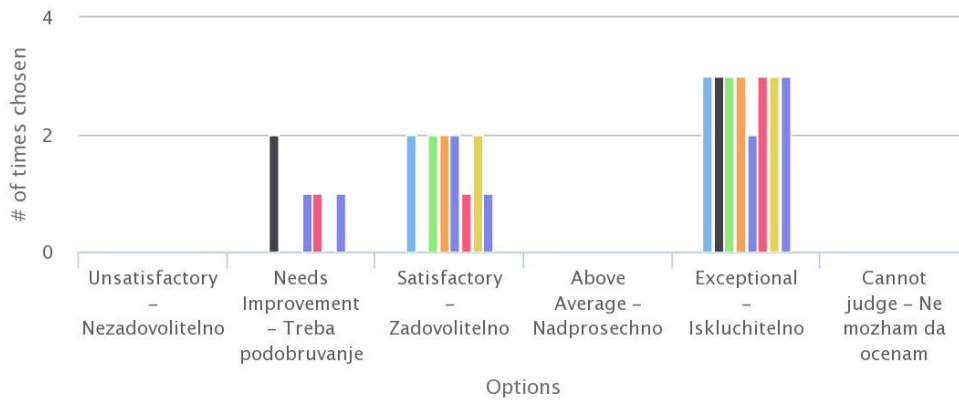
School of Political Science

Year of studies:



■ First Year (0%) ■ Second Year (60%) ■ Third Year (40%)

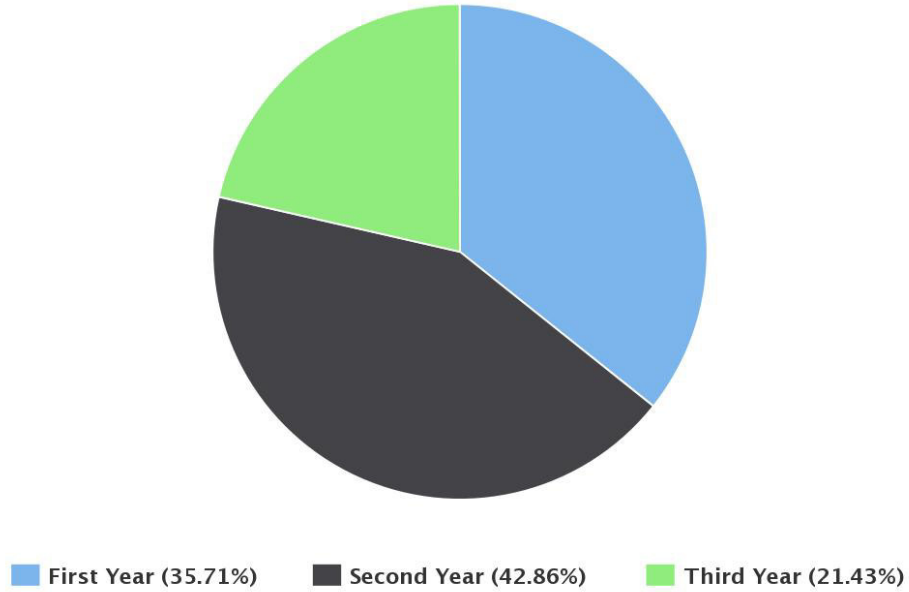
OVERALL GRADE of the UACS administration / ZBIRNA
OCENKA za administracijata na UAKS



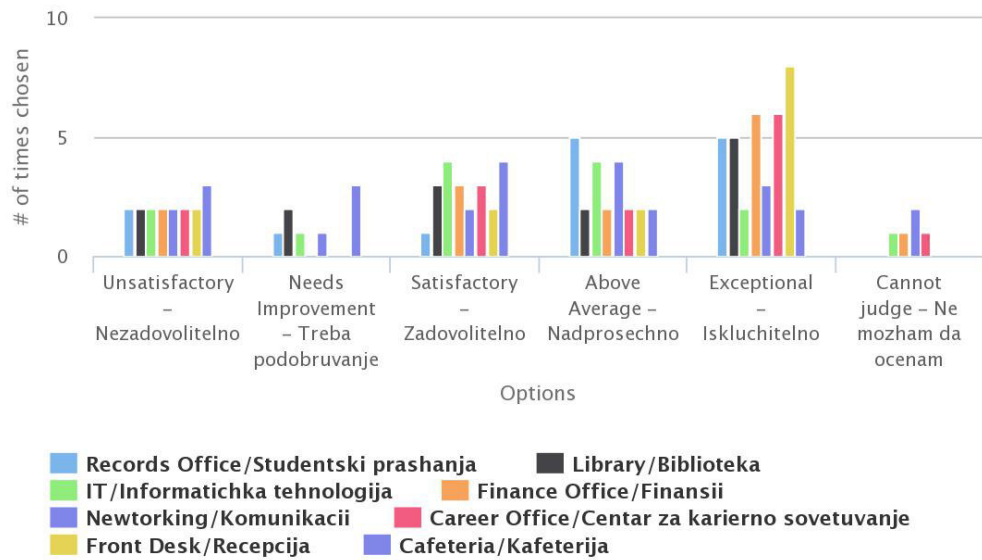
■ Records Office/Studentski prashanja ■ Library/Biblioteka
 ■ IT/Informatichka tehnologija ■ Finance Office/Finansii
 ■ Newtorking/Komunikacii ■ Career Office/Centar za karierno sovetuvanje
 ■ Front Desk/Recepcija ■ Cafeteria/Kafeterija

Student's Evaluation of Undergraduate Studies for the academic year 2012/2013
School of Law

Year of studies:



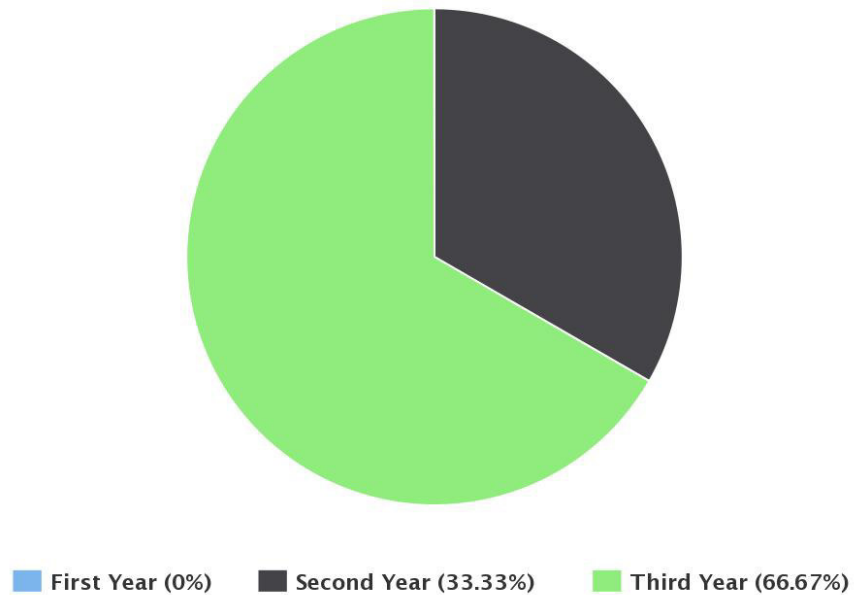
OVERALL GRADE of the UACS administration / ZBIRNA
 OCENKA za administracijata na UAKS



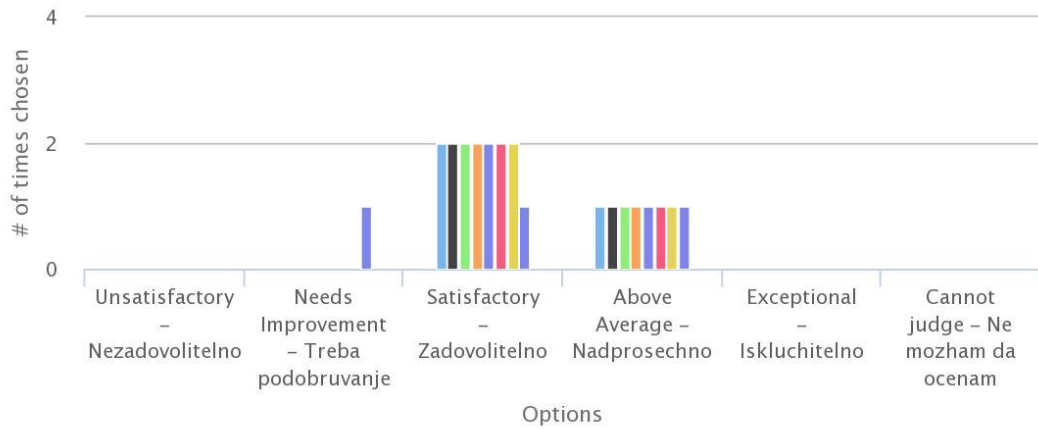
Student's Evaluation of Undergraduate Studies for the academic year 2012/2013

School of Foreign Languages

Year of studies:



OVERALL GRADE of the UACS administration / ZBIRNA OCENKA za administracijata na UAKS



Annex 4 – Employment and educational status of graduates

Table 1. - Employment and educational status of graduates (full-time and part-time employees), group from 15.01.2012 to 1.11.2012

School	Number in group	Number of respondents		Full-time employees	Part-time employees	Continued further education	Still looking for work
		Number	%	Number (%)	%	Number (%)	%
SBEM							
<i>Management</i>	15	5	33.3	4 (80)	/	0	1 (20)
<i>Finance</i>	61	34	55.73	20 (58.82)	/	22 (64.71)	3 (8.82)
<i>Marketing</i>	35	20	57.14	9 (45)	/	11 (55)	1 (5)
SAD							
	45	15	33.3	3(20)	/	14 (93.33)	0
SCSIT							
<i>Computer networks</i>	4	2	50	2 (50)	/	0	0
<i>Software engineering</i>	18	12	66.67	9 (75)	1 (8.33)	5 (41.67)	1 (8.33)
<i>Management of information systems</i>	2	1	50	0	/	0	1 (50)
SPS							
<i>Human rights</i>	2	1	50	1 (50)	/	0	0
<i>International relations</i>	10	6	60	2 (33.3)	/	3(50)	2 (33.3)
SFL							
<i>TEFL</i>	4	3	75	2 (66.67)	/	0	1 (33.33)
<i>Business communications and correspondence</i>	3	2	66.67	2 (66.67)	/	0	0
<i>Translation and interpretation</i>	2	0	0	0	0	0	0
SL	19	9	47.37	4 (44.44)	/	7 (77.78)	1 (11.11)
Total	220	110	50	58 (52.7)	1 (0.9)	63 (57.3)	11 (10%)

Annex 5 – Indicators for measuring the student’s success and progress for academic year 2012/13

School of Business Economics and Management (English)					
Description	Cohorts				
	2008-09	2009-10	2010-11	2011-12	2012-13
Number of Students enrolled in year 1	56	57	65	65	56
Number of Students enrolled in year 2	52	49	54	57	50
Progression rate from year 1 to year 2	92.86%	85.96%	83.08%	87.69%	89.29%
Number of Students enrolled in year 3	44	47	51	54	0
Progression rate from year 2 to year 3	84.62%	95.92%	94.44%	94.74%	0.00%
Average GPA in year 1	2.59	2.53	2.64	2.63	2.40
Average GPA in year 2	2.66	2.63	2.79	2.57	2.77
Average GPA in year 3	2.63	2.55	2.55	2.72	0.00
Number of students on probation	12	8	15	0	0
Rate of students on probation	27.27%	17.02%	29.41%	0.00%	0.00%
Number of students on hold	3	3	2	0	0
Rate of students on hold	6.82%	6.38%	3.92%	0.00%	0.00%
Number of dropped out students	2	4	7	5	6
Rate of student's retention	96.43%	92.98%	89.23%	92.31%	89.29%
Rate of dropped out students	3.57%	7.02%	10.77%	7.69%	10.71%
Number of students graduated in 3 years	28	32	35	1	0
Number of students graduated in 4 years	4	2	6	0	0
Number of students graduated in 5 years	3	0	0	0	0
Number of students graduated in 6 years and or more	0	0	0	0	0
Average time for program completion (years)	3.29	3.06	3.15	3.00	0.00
Rate of students who graduated on time	50.00%	56.14%	53.85%	1.54%	0.00%
Rate of students who did not graduate on time	12.50%	3.51%	9.23%	0.00%	0.00%
Rate of graduated students	62.50%	59.65%	63.08%	1.54%	0.00%
Average GPA on GPA of graduates in 3 years	3.07	2.84	3.08	2.69	0.00
Average GPA on GPA of graduates in 4 years	2.17	1.96	1.75	0.00	0.00
Average GPA on GPA of graduates in 5 years	1.99	0.00	0.00	0.00	0.00
Average GPA on GPA of graduates in 6 years and more	0.00	0.00	0.00	0.00	0.00

School of Business Economics and Management (Macedonian)					
Description	Cohorts				
	2008-09	2009-10	2010-11	2011-12	2012-13
Number of Students enrolled in year 1	93	91	62	50	48
Number of Students enrolled in year 2	85	79	54	42	37
Progression rate from year 1 to year 2	91.40%	86.81%	87.10%	84.00%	77.08%
Number of Students enrolled in year 3	74	72	49	35	0
Progression rate from year 2 to year 3	87.06%	91.14%	90.74%	83.33%	0.00%
Average GPA in year 1	2.30	2.17	2.20	2.05	2.26

Average GPA in year 2	2.37	2.28	2.31	2.16	2.75
Average GPA in year 3	2.32	2.10	2.17	2.29	0.00
Number of students on probation under a special regime	17	27	21	0	0
Rate of students on probation under a special regime	22.97%	37.50%	42.86%	0.00%	0.00%
Number of students on hold	3	4	4	1	2
Rate of students on hold	4.05%	5.56%	8.16%	2.86%	0.00%
Number of dropped out students	5	5	4	7	7
Rate of student's retention	94.62%	94.51%	93.55%	86.00%	85.42%
Rate of dropped out students	5.38%	5.49%	6.45%	14.00%	14.58%
Number of students graduated in 3 years	54	43	32	1	0
Number of students graduated in 4 years	8	11	5	0	0
Number of students graduated in 5 years	6	3	0	0	0
Number of students graduated in 6 years and or more	0	0	0	0	0
Average time for program completion (years)	3.29	3.30	3.14	3.00	0.00
Rate of students who graduated on time	58.06%	47.25%	51.61%	2.00%	0.00%
Rate of students who did not graduate on time	15.05%	15.38%	8.06%	0.00%	0.00%
Rate of graduated students	73.12%	62.64%	59.68%	2.00%	0.00%
Average GPA on GPA of graduates in 3 years	2.62	2.53	2.49	3.67	0.00
Average GPA on GPA of graduates in 4 years	1.81	1.95	1.98	0.00	0.00
Average GPA on GPA of graduates in 5 years	1.90	1.67	0.00	0.00	0.00
Average GPA on GPA of graduates in 6 years and or more	0.00	0.00	0.00	0.00	0.00

School of Business Economics and Management (Macedonian+English)					
Description	Cohorts				
	2008-09	2009-10	2010-11	2011-12	2012-13
Number of Students enrolled in year 1	149	148	127	115	104
Number of Students enrolled in year 2	137	128	108	99	87
Progression rate from year 1 to year 2	91.95%	86.49%	85.04%	86.09%	83.65%
Number of Students enrolled in year 3	118	119	100	89	0
Progression rate from year 2 to year 3	86.13%	92.97%	92.59%	89.90%	0.00%
Average GPA in year 1	2.41	2.31	2.42	2.40	2.34
Average GPA in year 2	2.47	2.41	2.57	2.42	2.76
Average GPA in year 3	2.43	2.26	2.36	2.54	0.00
Number of students on probation	29	35	36	0	0
Rate of students on probation	24.58%	29.41%	36.00%	0.00%	0.00%
Number of students on hold	6	7	6	1	2
Rate of students on hold	5.08%	5.88%	6.00%	1.12%	0.00%
Number of dropped out students	7	9	11	12	13
Rate of student's retention	95.30%	93.92%	91.34%	89.57%	87.50%
Rate of dropped out students	4.70%	6.08%	8.66%	10.43%	12.50%
Number of students graduated in 3 years	82	75	67	2	0
Number of students graduated in 4 years	12	13	11	0	0
Number of students graduated in 5 years	9	3	0	0	0
Number of students graduated in 6 years and or more	0	0	0	0	0

Average time for program completion (years)	3.29	3.21	3.14	3.00	0.00
Rate of students who graduated on time	55.03%	50.68%	52.76%	1.74%	0.00%
Rate of students who did not graduate on time	14.09%	10.81%	8.66%	0.00%	0.00%
Rate of graduated students	69.13%	61.49%	61.42%	1.74%	0.00%
Average GPA on GPA of graduates in 3 years	2.77	2.66	2.80	3.15	0.00
Average GPA on GPA of graduates in 4 years	1.93	1.95	1.86	0.00	0.00
Average GPA on GPA of graduates in 5 years	1.93	1.67	0.00	0.00	0.00
Average GPA on GPA of graduates in 6 years and more	0.00	0.00	0.00	0.00	0.00

School of Architecture and Design (Macedonian)					
Description	Cohorts				
	2008-09	2009-10	2010-11	2011-12	2012-13
Number of Students enrolled in year 1	60	57	71	82	54
Number of Students enrolled in year 2	56	49	54	63	43
Progression rate from year 1 to year 2	93.33%	85.96%	76.06%	76.83%	79.63%
Number of Students enrolled in year 3	52	47	51	57	0
Progression rate from year 2 to year 3	92.86%	95.92%	94.44%	90.48%	0.00%
Average GPA in year 1	2.51	2.40	2.45	2.66	2.72
Average GPA in year 2	2.42	2.59	2.54	2.54	2.51
Average GPA in year 3	2.20	2.60	2.58	2.52	0.00
Number of students on probation	5	12	9	0	0
Rate of students on probation	9.62%	25.53%	17.65%	0.00%	0.00%
Number of students on hold	2	1	0	3	0
Rate of students on hold	3.85%	2.13%	0.00%	5.26%	0.00%
Number of dropped out students	5	6	13	16	5
Rate of student's retention	91.67%	89.47%	81.69%	80.49%	90.74%
Rate of dropped out students	8.33%	10.53%	18.31%	19.51%	9.26%
Number of students graduated in 3 years	30	32	35	0	0
Number of students graduated in 4 years	11	10	0	0	0
Number of students graduated in 5 years	3	0	0	0	0
Number of students graduated in 6 years and or more	0	0	0	0	0
Average time for program completion (years)	3.39	3.24	3.00	0.00	0.00
Rate of students who graduated on time	50.00%	56.14%	49.30%	0.00%	0.00%
Rate of students who did not graduate on time	23.33%	17.54%	0.00%	0.00%	0.00%
Rate of graduated students	73.33%	73.68%	49.30%	0.00%	0.00%
Average GPA on GPA of graduates in 3 years	2.64	2.84	2.70	0.00	0.00
Average GPA on GPA of graduates in 4 years	2.39	1.97	0.00	0.00	0.00
Average GPA on GPA of graduates in 5 years	1.88	0.00	0.00	0.00	0.00
Average GPA on GPA of graduates in 6 years and more	0.00	0.00	0.00	0.00	0.00

School of Computer Science and Information Technology (English)					
Description	Cohorts				
	2008-09	2009-10	2010-11	2011-12	2012-13
Number of Students enrolled in year 1	17	8	5	0	0
Number of Students enrolled in year 2	13	7	5	0	0
Progression rate from year 1 to year 2	76.47%	87.50%	100.00%	0.00%	0.00%
Number of Students enrolled in year 3	12	7	5	0	0
Progression rate from year 2 to year 3	92.31%	100.00%	100.00%	0.00%	0.00%
Average GPA in year 1	2.43	2.40	2.61	0.00	0.00
Average GPA in year 2	2.57	2.21	2.61	0.00	0.00
Average GPA in year 3	2.59	2.53	2.44	0.00	0.00
Number of students on probation	3	4	0	0	0
Rate of students on probation	25.00%	57.14%	0.00%	0.00%	0.00%
Number of students on hold	0	0	0	0	0
Rate of students on hold	0.00%	0.00%	0.00%	0.00%	0.00%
Number of dropped out students	2	0	0	0	0
Rate of student's retention	88.24%	100.00%	100.00%	0.00%	0.00%
Rate of dropped out students	11.76%	0.00%	0.00%	0.00%	0.00%
Number of students graduated in 3 years	6	4	1	0	0
Number of students graduated in 4 years	3	1	1	0	0
Number of students graduated in 5 years	0	0	0	0	0
Number of students graduated in 6 years and more	0	0	0	0	0
Average time for program completion (years)	3.33	3.20	3.50	0.00	0.00
Rate of students who graduated on time	35.29%	50.00%	20.00%	0.00%	0.00%
Rate of students who did not graduate on time	17.65%	12.50%	20.00%	0.00%	0.00%
Rate of graduated students	52.94%	62.50%	40.00%	0.00%	0.00%
Average GPA on GPA of graduates in 3 years	3.09	2.72	3.95	0.00	0.00
Average GPA on GPA of graduates in 4 years	2.24	2.59	2.24	0.00	0.00
Average GPA on GPA of graduates in 5 years	0.00	0.00	0.00	0.00	0.00
Average GPA on GPA of graduates in 6 years and more	0.00	0.00	0.00	0.00	0.00

School of Computer Science and Information Technology (Macedonian)					
Description	Cohorts				
	2008-09	2009-10	2010-11	2011-12	2012-13
Number of Students enrolled in year 1	41	27	24	22	12
Number of Students enrolled in year 2	38	27	19	17	10
Progression rate from year 1 to year 2	92.68%	100.00%	79.17%	77.27%	83.33%
Number of Students enrolled in year 3	31	26	16	16	0
Progression rate from year 2 to year 3	81.58%	96.30%	84.21%	94.12%	0.00%
Average GPA in year 1	2.17	2.32	2.28	2.48	2.37
Average GPA in year 2	2.11	2.05	2.46	2.51	2.14

Average GPA in year 3	2.06	2.29	2.37	1.94	0.00
Number of students on probation	12	6	7	0	0
Rate of students on probation	38.71%	23.08%	43.75%	0.00%	0.00%
Number of students on hold	0	1	1	0	0
Rate of students on hold	0.00%	3.85%	6.25%	0.00%	0.00%
Number of dropped out students	6	1	4	3	2
Rate of student's retention	85.37%	96.30%	83.33%	86.36%	83.33%
Rate of dropped out students	14.63%	3.70%	16.67%	13.64%	16.67%
Number of students graduated in 3 years	11	8	6	0	0
Number of students graduated in 4 years	11	6	1	0	0
Number of students graduated in 5 years	4	3	0	0	0
Number of students graduated in 6 years and or more	2	0	0	0	0
Average time for program completion (years)	3.89	3.71	3.14	0.00	0.00
Rate of students who graduated on time	26.83%	29.63%	25.00%	0.00%	0.00%
Rate of students who did not graduate on time	41.46%	33.33%	4.17%	0.00%	0.00%
Rate of graduated students	68.29%	62.96%	29.17%	0.00%	0.00%
Average GPA on GPA of graduates in 3 years	2.82	2.79	3.18	0.00	0.00
Average GPA on GPA of graduates in 4 years	1.93	2.21	3.00	0.00	0.00
Average GPA on GPA of graduates in 5 years	1.87	1.92	0.00	0.00	0.00
Average GPA on GPA of graduates in 6 years and more	1.67	0.00	0.00	0.00	0.00

School of Political Science (Macedonian)					
Description	Cohorts				
	2008-09	2009-10	2010-11	2011-12	2012-13
Number of Students enrolled in year 1	17	8	11	11	0
Number of Students enrolled in year 2	16	7	10	9	0
Progression rate from year 1 to year 2	94.12%	87.50%	90.91%	81.82%	0.00%
Number of Students enrolled in year 3	15	6	9	9	0
Progression rate from year 2 to year 3	93.75%	85.71%	90.00%	100.00%	0.00%
Average GPA in year 1	2.21	1.75	2.12	2.19	0.00
Average GPA in year 2	2.14	2.29	2.53	2.47	0.00
Average GPA in year 3	2.41	2.23	2.25	2.54	0.00
Number of students on probation	4	4	2	0	0
Rate of students on probation	26.67%	66.67%	22.22%	0.00%	0.00%
Number of students on hold	0	0	1	0	0
Rate of students on hold	0.00%	0.00%	11.11%	0.00%	0.00%
Number of dropped out students	1	2	0	0	0
Rate of student's retention	94.12%	75.00%	100.00%	100.00%	0.00%
Rate of dropped out students	5.88%	25.00%	0.00%	88.89%	0.00%
Number of students graduated in 3 years	11	2	6	0	0
Number of students graduated in 4 years	3	1	0	0	0
Number of students graduated in 5 years	0	0	0	0	0
Number of students graduated in 6 years and or more	0	1	0	0	0
Average time for program completion (years)	3.21	4.00	3.00	0.00	0.00
Rate of students who graduated on time	64.71%	25.00%	54.55%	0.00%	0.00%

Rate of students who did not graduate on time	17.65%	25.00%	0.00%	0.00%	0.00%
Rate of graduated students	82.35%	50.00%	54.55%	0.00%	0.00%
Average GPA on GPA of graduates in 3 years	2.40	1.89	2.22	0.00	0.00
Average GPA on GPA of graduates in 4 years	1.98	2.07	0.00	0.00	0.00
Average GPA on GPA of graduates in 5 years	0.00	0.00	0.00	0.00	0.00
Average GPA on GPA of graduates in 6 years and more	0.00	1.83	0.00	0.00	0.00

School of Foreign Languages (English)					
Description	Cohorts				
	2008-09	2009-10	2010-11	2011-12	2012-13
Number of Students enrolled in year 1	11	8	4	0	4
Number of Students enrolled in year 2	10	7	4	0	2
Progression rate from year 1 to year 2	90.91%	87.50%	100.00%	0.00%	50.00%
Number of Students enrolled in year 3	10	6	3	0	0
Progression rate from year 2 to year 3	100.00%	85.71%	75.00%	0.00%	0.00%
Average GPA in year 1	2.76	2.57	2.38	0.00	3.14
Average GPA in year 2	2.78	2.21	2.32	0.00	3.52
Average GPA in year 3	2.66	2.08	2.38	0.00	0.00
Number of students on probation	0	1	2	0	0
Rate of students on probation	0.00%	16.67%	66.67%	0.00%	0.00%
Number of students on hold	1	0	0	0	1
Rate of students on hold	10.00%	0.00%	0.00%	0.00%	0.00%
Number of dropped out students	0	0	0	0	1
Rate of student's retention	100.00%	100.00%	100.00%	0.00%	75.00%
Rate of dropped out students	0.00%	0.00%	0.00%	0.00%	25.00%
Number of students graduated in 3 years	9	5	2	0	0
Number of students graduated in 4 years	1	1	0	0	0
Number of students graduated in 5 years	0	0	0	0	0
Number of students graduated in 6 years and or more	0	0	0	0	0
Average time for program completion (years)	3.10	3.17	3.00	0.00	0.00
Rate of students who graduated on time	81.82%	62.50%	50.00%	0.00%	0.00%
Rate of students who did not graduate on time	9.09%	12.50%	0.00%	0.00%	0.00%
Rate of graduated students	90.91%	75.00%	50.00%	0.00%	0.00%
Average GPA on GPA of graduates in 3 years	2.86	2.39	2.85	0.00	0.00
Average GPA on GPA of graduates in 4 years	1.77	2.01	0.00	0.00	0.00
Average GPA on GPA of graduates in 5 years	0.00	0.00	0.00	0.00	0.00
Average GPA on GPA of graduates in 6 years and more	0.00	0.00	0.00	0.00	0.00

School of Law (Macedonian)					
Description	Cohorts				
	2008-09	2009-10	2010-11	2011-12	2012-13
Number of Students enrolled in year 1	20	22	16	10	19
Number of Students enrolled in year 2	19	20	15	10	17
Rate of progressing from year 1 to year 2	95.00%	90.91%	93.75%	100.00%	89.47%
Number of Students enrolled in year 3	19	19	14	10	0
Rate of progressing from year 2 to year 3	100.00%	95.00%	93.33%	100.00%	0.00%
Average GPA in year 1	2.26	2.17	2.10	2.45	1.92
Average GPA in year 2	2.24	2.39	2.08	2.51	2.63
Average GPA in year 3	2.74	2.48	2.60	2.71	0.00
Number of students under a special regime	4	8	6	0	0
Rate of students under a special regime	21.05%	42.11%	42.86%	0.00%	0.00%
Number of students on hold	0	0	0	0	0
Rate of students on hold	0.00%	0.00%	0.00%	0.00%	0.00%
Number of students drop out	1	1	0	0	0
Rate of student's retention	95.00%	95.45%	100.00%	100.00%	100.00%
Rate of withdrawal drop out	5.00%	4.55%	0.00%	90.00%	0.00%
Number of students who graduated in 3 years	14	15	9	0	0
Number of students who graduated in 4 years	1	1	1	0	0
Number of students who graduated in 5 years	0	2	0	0	0
Number of students who graduated in 6 or more years	0	0	0	0	0
Average time for program completion (years)	3.07	3.28	3.10	0.00	0.00
Rate of students who graduated on time	70.00%	68.18%	56.25%	0.00%	0.00%
Rate of students who did not graduate on time	5.00%	13.64%	6.25%	0.00%	0.00%
Rate of graduated students	75.00%	81.82%	62.50%	0.00%	0.00%
Average GPA on GPA of graduates in 3 years	2.63	2.50	2.42	0.00	0.00
Average GPA on GPA of graduates in 4 years	1.67	1.67	2.00	0.00	0.00
Average GPA on GPA of graduates in 5 years	0.00	2.16	0.00	0.00	0.00
Average GPA on GPA of graduates in 6 or more years	0.00	0.00	0.00	0.00	0.00

Annex 6 - Decision for measurement of learning outcomes

Pursuant to Article 63 of the Law on Higher Education (Official Journal of RM no. 35/2008 amendments), in accordance with Article 50 of the Statute of the University American College Skopje, Academic Scientific Council of the School of Business Economics and Management (hereinafter: SBEM) at its 11th meeting held on 30.11.2012 adopted

Decision on adoption of learning outcomes of study programs at SBEM

Article 1

The Academic Scientific Council pursuant mission and vision at SBEM and based on the curriculum adopted the learning outcomes for each program /department within SBEM and the learning outcomes realized by practical training.

The term learning outcomes describes the skills and abilities, basic skills that student should acquire by the end of each academic year of undergraduate studies.

The expected learning outcomes for each program and practical training are presented as an annex to the decision and its integral part.

Article 2

This Decision shall enter into force on the date of its enactment and shall be applied in the academic 2012/2013 year.

Article 3

The decision must be submitted to the Rector, Dean of SBEM, Heads of Departments, Head of Academic Affairs, and the archives of the University.

Article 4

The departments are obliged to prepare a Decision for measuring learning outcomes of study programs within 30 days of adoption of the decision.

Dean

Nikica Mojsoska Blazhevski, PhD

EXPECTED RESULTS OF LEARNING AT THE SCHOOL OF BUSINESS ECONOMICS AND MANAGEMENT

1. EXPECTED RESULTS OF LEARNING IN FIRST AND SECOND YEAR, UNDERGRADUATE STUDIES

- Students after completion of first and second year of undergraduate studies are expected to learn or develop the following skills and abilities:

1.1. Analytical and general skills:

- Ability for business communication and effective communication in teams and work in a multicultural environment, ethical behavior;
- Ability to present well;
- Ability for business and academic writing;
- Ability to operate with a computer (IT Skills, Microsoft Office).

1.2. Business skills:

- Conduct primary research on macro and micro environment;
- Participate in the process of redefining the mission and vision;
- Preparation of marketing plan;
- Perform basic accounting analyzes;
- Understand the legal aspect of business operation.

2. For students after completion of the third year of undergraduate studies at SBEM, Department of Finance, the learning outcomes are following:

- To present data from the financial sector with explanations for the data and a reasonable understanding of the developments in the financial sector, the structure of the financial sector and financial system stability;
- To have developed analytical skills to determine the cost of financial products, services and innovations;
- To present the financial statements professionally by explaining the financial policy;
- Understand the basic technical skills such as calculation of the main financial indicators and application of major financial supervisory standards;
- Critical thinking in the analysis of the financial sector, as well as analysis of the financial sector and macroeconomic environment.

3. For the students after completion of the third year of undergraduate studies at SBEM, Department of Marketing, the learning outcomes are following:

- To develop a complex marketing plan including situations analysis with the proposed development strategy and proposal for implementation tactics and control;
- Defining the position of product differentiation and product development, brand, price and communication strategies;

- Use of different tools and approaches to market research and understanding of consumer behavior in order to develop a marketing plan;
- Evaluation of the elements of the brand, measuring the level of knowledge of the brand, evaluation of brand image and proposed measures to improve the perceived quality of the brand;
- Creating or choosing the most effective distribution channels for the company's products;
- Develop a strategy for the development of E-business and opening E-shops;
- Develop an integrated marketing communication strategy, using alternative channels.

4. For students after completion of the third year of undergraduate studies at SBEM, the Department of Management, the learning outcomes are the following:

- To provide logistics for meeting of the board, the collegiums, and other administrative activities;
- To conduct a detailed analysis of the wider environment and conditions, as well as evaluating the profit potential of the various segments of the economy;
- To conduct a detailed analysis of competition and major competitors as a basis in the strategic planning and evaluation of the strategic plan of the company;
- To analyze the potential earnings of the company strategic sectors;
- Participation in activities and preparation for redefining the vision and mission of the company;
- Critical assessment of the performance of the company using various methods including assessment and management of information systems;
- Ability to communicate and provide assurance that internal control is implemented professionally and provides security for users of financial statements.

5. For students after completion of practical teaching the learning outcomes are the following:

- professionalism during the practical training and monitoring of the agreed working schedule;
- perform the tasks required by the Head of the company;
- ethics and performance activities in a multicultural working environment;
- respect and follow the manual of practical instruction in SBEM

Pursuant to Article 63 of the Law on Higher Education (Official Journal of RM no.35/2008), the Academic Scientific Council of the School of Business Economics and Management (hereinafter: SBEM) at its 11th meeting held on 30.11.2012 adopted a

**Decision on the adoption of learning outcomes
of the second cycle – master studies of
The study programs SBEM**

Article 1

The Academic Scientific Council pursuant mission and vision of SBEM and based on the curriculum, adopted learning outcomes for graduate studies.

The term learning outcomes describe the knowledge and understanding, practical skills, communication skills, study skills and intellectual and cognitive abilities and skills which the student should acquire by the end of the second cycle – Master’s studies.

The expected learning outcomes for each study program are presented as an annex to the decision and its integral part.

Article 2

This Decision shall enter into force on the date of its enactment and shall be applied in the academic 2012/2013 year.

Article 3

The Decision must be submitted to the Rector, Dean of SBEM, Heads of Departments, Head of Academic Affairs, and the archives of the University.

Dean

Nikica Mojsoska Blazhevski, PhD

Master of Science in Finance and Banking

Learning outcomes

Knowledge and Understanding

Choose and apply tools of mathematical and statistical modeling using spreadsheets, database, software and internet for financial problem solving. Be able to value and evaluate performance of stocks, bonds, contingent claims and entire firms, both individually and in portfolios, using alternative theories and applications of risk and return.

Practical Skills

Apply the knowledge to measure and mitigate risk of investment portfolios of individuals and corporations using financial instruments and contracts. Assess the social and ethical implication of financial decisions.

Intellectual /Cognitive Skills

To be capable to synthesize and integrate knowledge, to evaluate proposals to raise and deploy capital, formulate policy of disbursing cash, and structure stakeholder incentives with the goal of creating value in corporate setting. Be able to understand and critically evaluate scientific articles and official reports in the respective area.

Communication Skills

Effectively communicate and justify in both written and oral form the results and recommendations of financial analysis to audience having a variety of financial sophistication.

Learning skills

Able to identify the need to acquire further knowledge and is capable use analytically academic papers and business cases to come to scientific conclusions and recommendations.

Master of Arts in Marketing

Learning outcomes:

Knowledge and Understanding

To develop knowledge and understand advanced principles of contemporary applied marketing. To solve complex problems and develop strategies in the fields of strategic marketing, covering public relations, integrated marketing communications, advanced brand management, pricing policy, distribution channels and international marketing.

Practical Skills

To apply the acquired knowledge in order to develop critical, systematic, societal and creative marketing strategies in different fields of marketing both locally and globally.

Intellectual/Cognitive Skills

To be capable to synthesise and integrate knowledge, to analyse business cases and form opinions and direction for marketing strategies and tactics by using advanced marketing modules. Be able to understand and critically evaluate scientific articles and official reports in the respective area.

Communication Skills

To develop communication skills and successfully exchange argumentative propositions and conclusions, in order to effectively perform business and team communications at advanced level, as well as successful communication with the public.

Learning Skills

Able to identify the need to acquire further knowledge and is capable use analytically academic papers and business cases to come to scientific conclusions and recommendations.

Master of Arts in Management

Learning Outcomes

Knowledge and Understanding

Knowledge of advanced management principals, effective communication, awareness of audience needs, understanding of the advanced strategies of competitor, business environment research and analysis, relationships between organizational behavior and strategic management aspects and awareness of evaluating methods to develop people and manage teams.

Practical Skills

Apply feasibility analysis of business ideas and competitor analysis, apply analytical techniques and theories used in the field management and leadership, to organize ideas and performance improvement recommendations in a systematic and critical fashion, use management reporting systems, apply business ethics and good governance practices in daily business operations, analyze balance sheets forecast and plan expenditures.

Intellectual/Cognitive Skills

To apply the acquired knowledge to logically analyze a specified problem in organisational management and suggest most appropriate method for its solution, formulate coherent strategic developments, examine the implications of culture, inertia, and uncertainty. Be able to understand and critically evaluate scientific articles and official reports in the respective area.

Communication Skills

To develop communication skills, be able to exchange argumentative propositions and conclusions, develop effective communication in teams, as well as successful communication with the public.

Learning skills

Able to identify the need to acquire further knowledge and is capable use analytically academic papers and business cases to come to scientific conclusions and recommendations.

Master of Arts in Human Resource Management

Learning Outcomes

Knowledge and Understanding

Develop advanced knowledge of contemporary human resource management principles, theoretical foundations of the human resource management and organizational strategy development, as well as understanding of the connection between business and human resource management strategy.

Practical Skills

Identify, select and gather information using relevant sources, including the library and online searches, plan and undertake an independent research, organize ideas in a systematic and critical fashion, appraise and apply techniques that can be used to facilitate effective planning, talent selection, placement, compensation and rewards, retention and change management within the organization. Ability to make reasoned ethical decisions based on professional standards for ethical conduct, legal requirements and regulatory guidelines.

Intellectual/Cognitive Skills

Evaluate various practices in the field of human resource management from a theoretical and practical viewpoint, identify, describe, analyze and evaluate current strategic issues in human resource management, propose systematic, systemic and sustainable solutions to complex business problems related to human resources. Be able to understand and critically evaluate scientific articles and official reports in the respective area.

Communication skills

Ability to communicate effectively using exchange argumentative propositions and conclusions, effective communication in teams as well as communication in writing using appropriate terminology and technical language.

Learning skills

Able to identify the need to acquire further knowledge and is capable use analytically academic papers and business cases to come to scientific conclusions and recommendations.

Master of Business Administration

Learning Outcomes

Knowledge and Understanding

To develop a strategic level understanding of the key functions of business—accounting, economics, finance, international business, management, management information systems, marketing, and operations.

Practical Skills

To be able to apply the knowledge and understanding gained throughout the program for managing and leading modern organizations, for making decisions and solving problems, while overcoming the challenges of modern business environment.

Intellectual/Cognitive Skills

To develop the abilities of intellectual inquiry and communication in order to learn effectively, express ideas and concepts clearly, and apply knowledge to newly encountered situations. Be able to understand and critically evaluate scientific articles and official company reports in all areas of business operation.

Communication Skills

To develop communication skills and successfully exchange argumentative propositions and conclusions, in order to effectively perform business and team communications at advanced level, as well as successful communication with the public.

Learning Skills

Able to identify the need to acquire further knowledge and is capable use analytically business cases and company's reports to come to develop understanding of the challenges and to propose solutions.

Master of Science in Applied Economics

Learning outcomes

A: Knowledge and Understanding

- A1 Knowledge of advanced principles at the forefront of contemporary applied economics
- A2 Knowledge of a range of applications at the forefront of contemporary economics
- A3 Understanding of the key strategies of economic research
- A4 Understanding of the relationships between theory and empirical research in economics
- A5 Awareness of the significance of alternative theoretical and methodological approaches to economic analysis
- A6 Knowledge of the core methods used to analyse economic data.

B: Communicate effectively

- B1 Formulate a coherent economic argument
- B2 Construct reasoned, informed and concise descriptions and assessments of ideas at the forefront of contemporary applied economics
- B3 Present and critically assess advanced economic ideas and arguments coherently in writing
- B4 Critically analyse, evaluate and interpret empirical evidence
- B5 Production of a word-processed research dissertation. Development of web-skills

C: Develop quantitative literacy

- C1 Use and interpret information represented as data, graphs, tables, and schematics
- C2 Use of econometric methods to analyse economic data.
- C3 Acquiring capability to build a story that describes certain data, their interrelationships and econometric evidence

D: Think creatively

- D1 Logically analyse a specified problem in economics and choose the most appropriate methods for its solution

D2 Exercise critical judgment in assessing the weights of competing theories and appraising their merits

D3 Organise ideas in a systematic and critical fashion

E: Develop knowledge and skills to be civically engaged

E1. Develop the awareness and skills to take leadership roles in classrooms, the broader college, and the community.

E2. Engage in principled, vigorous, and respectful dialogue.

E3. Understand the economic underpinnings of the local, national, and global community to which they belong.

Annex 7- Works published during the academic year 2012-2013

Research portfolio of UACS faculty for academic year 2012/2013

SCHOOL OF BUSINESS ECONOMICS AND MANAGEMENT

Dimitrova Makedonka, MPPM

1. Makedonka Dimitrova, MA, Jaka Vadnjak, PhD, Should I become an Entrepreneur or an Employee: Dilemmas of Students in Europe, Seventh annual international conference on European integration, EUROPE 2020: TOWARDS INNOVATIVE AND INCLUSIVE UNION, 2012
2. Marjan Bojadziev, PhD, Ilijana Petrovska, PhD and Makedonka Dimitrova, MPPM: Green Economics: Young Generations to Help Achieve Future Sustainability of Europe, Sixth annual international conference on European integration CONSTRUCTING EUROPE AS A GLOBAL POWER: FROM MARKET TO IDENTITY?, 19 May 2011
3. Dimitrova M. & Petrovska I. (2012) An exploratory study of the Macedonian banks awareness and preparation to offer financial tools to support energy efficiency: a work in progress for meeting 2020 energy efficiency European agenda, *May Conference on Strategic Management, Bor*.
4. Petrovska I. & Dimitrova M, (2012) Financing Energy Efficiency: Awareness, Knowledge and Projects at Macedonian Commercial Banks, *presentation at EU Sustainable Energy week, EUBuild Energy Efficiency Brussels meeting in Best Practices in Balkan countries and Turkey and EU on Financing EE in Buildings*.
5. Petrovska I. & Dimitrova M. (2011) The Challenges of Marketing Communications: Opportunities for Energy Efficient Financial Tools, presentation at the *Workshop "Sustainability in Financing Energy Efficient Buildings"*, Istanbul
6. Dimitrova, M., Petrovska, I. and Bojadziev, M. (2011) Green Economics: Young generations to help achieve future sustainability of Europe, *The Sixth Annual International Conference on European Integration titled Constructing Europe as a Global Power: From Market to Identity?*, Skopje 19 May 2011, pp. 22

Hristova Snezana, PhD

7. Hristova, S. (2012) Strengthening Entrepreneurship and Local Economic Development (LED) in Macedonia, *Entrepreneurship and Innovation Journal*, Faculty of Business Administration; Ruse University, Bulgaria
8. Hristova, S. (2012) FDI in tourism: Trends and development: The first International Scientific Conference: *Trends in tourism and hospitality*, Prishtina, Kosovo
9. Hristova, S. (2012) Local Economic development in the Era of Globalization: the Case of Republic of Macedonia, *EBES International conference; Istanbul, Turkey*
10. Hristova, S. (2012) Public-private partnerships: Designing Crisis Resilient Strategy, *International Conference-From Global Crisis to Economic Growth. Which Way to Take?*; Faculty of Economics, University of Belgrade.

Jankoski Bogoljub, PhD

11. "Central bank independence, transparency and accountability: the case of Macedonia", international conference organized by the faculty of economics-Skopje: "finance and monetary policy after the global financial crisis, November 18, 2011
12. "Operational efficiency of the central banks – a case study for the National Bank of the Republic of Macedonia", International Conference on Business, Economy, and Finances International Conference on Business, Economy and Finance "From Liberalisation to Globalisation – Challenges of the Changing World, organized by the Faculty of Economics, Shtip, 13-15 September 2012.

Kostovski Ninko, PhD

13. An alternative form of mapping potential and active small business agglomerations, Economic Development, e-ISSN 1857-7741, Institute of Economics, Skopje, Macedonia
14. Ninko Kostovski, PhD and Elena Klisarovska, Cross-Cultural Management of Companies Holding the Answer to EU Cultural Identity Issues. Polycentric not Ethnocentric Culture, Sixth annual international conference on European integration CONSTRUCTING EUROPE AS A GLOBAL POWER: FROM MARKET TO IDENTITY?, 19 May 2011
15. Sapurik, Z., Kostovski, N. and Klisarovska, E. (2012) The transformation of institutions of the European Union towards a stronger common economic policy", *Seventh annual international conference on European integration,, Europe 2020: Toward innovative and inclusive Union, University „American College,, Skopje May, 2012.*

Krstevska Aneta, PhD

16. Krstevska, A. (2011) The growth model of the Macedonian economy: outcomes and future challenges. *Conference of the ECB: "From crisis to recovery: old and new challenges in Emerging Europe"*

Lazarevski Dimce, PhD

17. Lazarevski, D. and Mrsik, J. (2012) Evolution of the venture capital financing for growing small and medium enterprises in Central and Eastern Europe countries: the case of Macedonia. *Paper presented at the "VIII May Conference on strategic management", Bor, Srbija, May 25-27, 2012*
18. Lazarevski, D. and Mrsik, J. (2012) Reformed Pensions Systems in Central and Eastern Europe: Challenges to future safe pension benefits" – "Europe 2020: Towards innovative and inclusive Union. *Paper presented at the "Seventh annual international conference of European integration", Skopje, Macedonia, May 17th, 2012*
19. Lazarevski, D. (2011) Foreign Investors' Influence Towards Small Stock Exchanges Boom and Bust: Macedonian Stock Exchange Case – *Samos, Greece, June 2011*

Mojsoska-Blazevski Nikica, PhD

20. Learning through a Reflection: Becoming an effective PhD supervisor (2012). International Journal of Learning and Development (on-line), 2(5). DOI: 10.5296/ijld.v2i5.2339.

21. Nikica Mojsoska-Blazevski, PhD, Marjan Petreski, PhD: Does Cultural Heritage Affect Job Satisfaction: the Eastern-Western Divide?, Sixth annual international conference on European integration CONSTRUCTING EUROPE AS A GLOBAL POWER: FROM MARKET TO IDENTITY?, 19 May 2011
22. Mojsoska, N. (2012) Taxation of labour: the effect of labour taxes and costs on employment in Macedonia. *Post-Communist Economies*, 24(2): p.241-256
23. Mojsoska, N. (2012) The Macedonian Labour Market: What makes it so different? *Social Policy Review*.
24. Mojsoska-Blazevski, N. (2011) Investigating Private and Social Returns to Education in Macedonia with reference to Policy Implications. *Journal of Political Thought*.
25. Mojsoska, N. (2011) Is Government Effective in Promoting the Human Capital: The case of Macedonia. *Conference of the University of Belgrade*.
26. Mojsoska, N. (2011) Promoting Human Capital: Are governments effective? The case of Macedonia. *International Symposium held in Sarajevo, 27-28 October, 2011*
27. Mojsoska, N. (2011) Supporting strategies to recover from the crises in South Eastern Europe: the case of Macedonia, *Global Jobs Pact Cross-Country Peer Review, Zagreb, Croatia, 21 April 2011*
28. Mojsoska, N. and Petreski, M. (2011) Does Cultural Heritage Affect Job Satisfaction: The Divide between EU and Eastern Economies. *6th Annual conference – UACS, Skopje, Macedonia, 19. May 2011*.
29. Mojsoska, N. and Petreski, M. (2011) The intra-regional trade as a milestone for the new growth in SEE. *Conference: Reforms and Economic Development in Transition: Serbia and Western Balkan, Belgrade, 7 May 2011*.
30. Mojsoska-Blazevski, N. (2011) "Detaxation: Labour-Cost Effect on Employment in Macedonia", "Crises, Institutions and Labour Market Performance: Comparing Evidence and Policies", *Perugia, Italy, 10-11 November 2011*

Misoska – Tomovska Ana, PhD

31. Bojadziev, M., PhD, Ilijana Petrovska, PhD, Ana Tomovska-Misoska, PhD, Understanding Factors of Innovative Thinking in Advertising Agencies: Case of Macedonian, Slovenian and Serbian Advertising Agencies, Seventh annual international conference on European integration, EUROPE 2020: TOWARDS INNOVATIVE AND INCLUSIVE UNION, 2012
32. Tomovska, A. (2010) Contact as a tool for peace education? Reconsidering the contact hypothesis from the children's perspectives, *Journal of Peace Education*, 7(2), pp. 121-138, DOI: 10.1080/17400201.2010.498993.
33. Bojadziev, M., Tomovska-Misoska, A. Stefanovska, M. and Nikolovska, Z. (2011) Vox Organizationis – theoretical basis and methodological considerations in the development of an instrument for organizational culture, *14th International Conference: Social Values and Competitiveness in EU, 7-8 October, Sofia Bulgaria*.
34. Petrovska, S., Tomovska, A. and Nikolovska, Z. (2012) Intuitive vs analytical strategists' thinking, *May Conference on Strategic Management, 25-27 May, Bor Serbia*.

35. Tomovska-Misoska, A., Petrovska I. and Bojadziev, M. (2012) Factors of creativity in marketing agencies, *International Conference on Contemporary Marketing Issues, 13-15 June, Thessaloniki Greece*.
36. Tomovska, A. (2011) Using education as a tool for promoting common European identity: Lessons from different educational paradigms, *Sixth Annual International Conference on European Integration University American College Skopje, Skopje, 19th May*.

Makrevska Elena, MBA

37. Elena Makrevska, MBA: Preserving EU Competitiveness, Seventh annual international conference on European integration, EUROPE 2020: TOWARDS INNOVATIVE AND INCLUSIVE UNION, 2012
38. Elena Makrevska, MBA: Resilience of the Euro, Sixth annual international conference on European integration CONSTRUCTING EUROPE AS A GLOBAL POWER: FROM MARKET TO IDENTITY?, 19 May 2011
39. Nenovski, T. and Makrevska, E. (2011) Adjustment of the Macedonian Monetary Policy with the European Union Monetary Policy. *"Ovidius University Annals – ECONOMIC SCIENCES SERIES"*, Volume XI, Issue 1, p. 1511.
40. Nenovski, T. and Makrevska, E. (2011) Macedonian Denar Depreciation, Introduction of the New Exchange Regime or Introduction of Euro? *"Ovidius University Annals – ECONOMIC SCIENCES SERIES"*, Volume XI, Issue 1, p. 1515.

Nenovski Tome, PhD

41. First International Conference on Business, Economics and Finance: "Postcrisis remodeling of the economy for sustainable growth of south eastern European countries including Republic of Macedonia", Stip, September 13-15, 2012;
42. "Uncertainty in creating macroeconomic policy: Knowledge, skills and (un) predictability", Ștefan cel Mare University of Suceava, Romania, ISSN 2285 – 3332, ISSN-L 2285 – 3332, IF = 0,011
43. The Balkan Economic Community as a Prospective Integral Part of the European Union, Seventh annual international conference on European integration, EUROPE 2020: TOWARDS INNOVATIVE AND INCLUSIVE UNION, 2012
44. The "Ricardo Effect", Sixth annual international conference on European integration CONSTRUCTING EUROPE AS A GLOBAL POWER: FROM MARKET TO IDENTITY?, 19 May 2011
45. Nenovski, T. and Makrevska, E. (2011) Adjustment of the Macedonian Monetary Policy with the European Union Monetary Policy. *"Ovidius University Annals – ECONOMIC SCIENCES SERIES"*, Volume XI, Issue 1, p. 1511.
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48. Nenovski, T. (2012) Ricardo's Theory in practice: Analysis of intraregional trade in EU", *Institute of Economics: Economic Development* No. 1-3/2011.
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50. Nenovski, T. and Smilkovski, I. (2012) Macedonian Economy before and after the Global Financial and Economic Crises. *Procedia – Social and Behavioral Sciences*, Volume 44 (2012), p.417-427.
51. Nenovski, T., Smilkovski, I. and Poposki K. (2011) Remodeling of the Macedonian Economy. *Chinese Business Review*, 10(12).
52. Nenovski, T. (2011) A Model for removing blockades in the payment turnover. *International Conference "Finance and Monetary Policy after the Global Financial Crisis" Faculty of Economics, Skopje, 18 November, 2011, Skopje;*
53. Nenovski, T. (2011) Facing the crisis and implementing sustainable growth of Macedonian economy by developing SME. *Fourth International Conference: "Building Sustainable Regional Economic Development through SME's development" College of International Management "Globus", Prishtina, 10-th of December 2011;*
54. Nenovski, T. (2011) Improving the economic potential, identifying the future sources of growth: Promotion of internal resources as "push" factors of growth. *European Commission High-level Conference, Skopje, 30 November, 2011*
55. Nenovski, T. (2012) Cracks in the euro - Walls: From firm to distracted construction. *Third international scientific conference: "International dialogue: East and West" International Slavic Institute, St. Nikole, Republic of Macedonia, March 15-17, 2012;*
56. Nenovski, T. (2012) EMU crisis creates regional groupings: Are Balkan countries challenged by that? *International scientific meeting: "Regional development and Demographic movements in South Eastern European Countries University of Nish, Serbia, June 22-nd, 2012*
57. Nenovski, T. (2012) Macroeconomic aspects of grey economy – The case of Macedonia. *13th Mediterranean Research Meeting: "Causes and Effects of the Shadow Economy: MENA and Mediterranean Countries versus Rest of the World" Robert Schuman Centre for Advanced Studies – Firenze, Italy, Montecatini Terme, Italy, 21-24 March 2012.*
58. Nenovski, T. (2012) The Balkan Economic Union as a prospective integral part of the European Union, *Seventh annual international conference on European integration: "Europe 2020: Towards innovative and inclusive union" University American College Skopje, May 17-th, 2012;*
59. Nenovski, T. and Makrevska, E. (2012) Uncertainty in Creating Macroeconomic Policy: Knowledge, Skills and (Un) predictability. *Scientific conference: "The Challenges of the Science in economy based on knowledge – present situation and perspectives Institute of Economics – Skopje, May 30-th, 2012;*
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65. Nenovski, T. (2011) *Macedonia and the World economic crises: Effects and prospects*. Second international scientific conference: "International dialog: East and West" (Culture, Slavic, and economy) International Slavic Institute, St. Nikole, Republic of Macedonia;
66. Nenovski, T. (2011) Macedonian economy – advantages, limitations and prospects. *International Conference Balkans in Europe: Economic Integration, Challenges and Solutions, Orleans, France, February 3-4, 2011;*
67. Nenovski, T. (2011) Ricardo's effect: From idea to implementation International conference Constructing Europe as a global power: From Market to Identity? University American College Skopje; May 19, 2011
68. Nenovski, T. and Makrevska, E. (2011) *Adjustment of the Macedonian Monetary Policy with the European Union Monetary Policy*. International conference: "Present issues of Global Economy" "OVIDIUS" University of Constanta – Faculty of Economic Sciences, Constanta, Romania; April 16-17, 2011
69. Nenovski, T. and Makrevska, E. (2011) *Macedonian denar (MKD) Depreciation, Introduction of the New Foreign Exchange Regime or Introduction of the Euro?*. International conference: "Present issues of Global Economy" "OVIDIUS" University of Constanta – Faculty of Economic Sciences, Constanta, Romania; April 16-17, 2011
70. Nenovski, T., Poposki, K. and Smilkovski, I. (2011) Remodeling of the Macedonian Economy. International conference: "The Economies of Balkan and Eastern Europe Countries in the changed world" University of Pitesti, Romania, May 5-6, 2011

Nikolovska Zdenka, MPPM

71. "Intuitive versus analytical cognitive style: The case of entrepreneurs in the Republic of Macedonia" – it has been submitted to the Entrepreneurship and Innovation Journal (jei@uni-ruse.bg) on April 30th, 2012
72. Bojadzhiev, M., Tomovska-Misoska, A. Stefanovska, M. and Nikolovska, Z. (2011) Vox Organizationis – theoretical basis and methodological considerations in the development of an instrument for organizational culture, *14th International Conference: Social Values and Competitiveness in EU, 7-8 October, Sofia Bulgaria.*

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Petreski Marjan, PhD

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76. Petreski, M. (2011) A Markov Switch to Inflation Targeting in Emerging-market Peggers: with Focus on Czech Republic, Poland and Hungary. *Focus on European Economic Integration*, 3(11), p.47-63.
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79. Petreski, M. and Jovanovic, B. (2012) New Approach to Analyzing Monetary Policy in China. *MRPA Working Paper 40497*.
80. Jovanovic B. and Petreski, M. (2012) Hemlock for policy response: Monetary policy, exchange rates and labour unions in SEE and CIS during the crisis. *FIW Working Paper N° 81*.
81. Mojsoska, N. and Petreski, M. (2012) Does Cultural Heritage Affect Job Satisfaction: The Divide between EU and Eastern Economies. *MRPA Working Paper 40541*.
82. Petreski, M. (2010) An Overhaul of a Doctrine: Has Inflation Targeting Opened a New Era in Developing-country Peggers? *FIW Working Paper N° 57*.
83. Petreski, M. (2012) Grooming Classifications: Exchange Rate Regimes and Growth in Transition Economies. *EFSS'12 – Eurasian Forum on Social Sciences "World Economic Development Paradigm: Market and Beyond", October 18-21, 2012 Baku, Azerbaijan*.
84. Jovanovic, B. and Petreski, M. (2011) A hemlock for policy response: Exchange rates, wage bargaining and monetary policy in SEE and CIS during the crisis. *International conference "20 years of Transition in Central and South-East Europe", Corvinus University, Budapest, Hungary, 17-18 November 2011*.
85. Petreski, M. (2011) No Country Was Ever Ruined by Trade: South East European Trade Analysis. *International conference "20 years of Transition in Central and South-East Europe", Corvinus University, Budapest, Hungary, 17-18. November 2011*.
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90. Petreski, M. (2010) Exchange-rate regime and output volatility: Empirical investigation with panel data. *Second Joint OEI/APB Summer Academy on Central and Eastern Europe, Osteuropa-Institut Regensburg, Tutzing, Germany, 14-16 July 2010.*
91. Petreski, M. and Jovanovic, B. (2010) Evaluation of the monetary policy in China through the New Keynesian model. *2010 CES China Conference – China, 19-20. June 2010.*
92. Petreski, M. (2010) Exchange-rate regime and output volatility: Empirical investigation with panel data. *The XVth Spring Meeting of Young Economists (SMYE-2010), University of Luxembourg, Luxembourg, 15-17 April 2010.*

Petrovska Ilijana, PhD

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18. Non-Native English Teachers' Perspectives on Teaching, Accents, and Varieties. *TESL Reporter*, 44(1&2), pp. 65-83 (2011).
19. Conceptual and Empirical Relationships between Temporal Measures of Fluency and oral English proficiency with Implications for Automated Scoring (with Ginther, A. and Yang, R.). *Language Testing*, 27(3), pp.379-399 (2010).
20. A Practical Guide to Assessing English Language Learners. [Review of Christina Coombe, Keith Folse, & Nancy Hubley's book: *A Practical Guide to Assessing English Language Learners*]. *Asian EFL Journal*, 12 (2) (2010).
21. Interaction between Fluency Measures and Task Characteristics (with A. Ginther). Poster presented at the Fluency Workshop, Utrecht, The Netherlands (2012).
22. Native Speaker Fallacy: Raising Awareness among NESTs. Paper presented at the TESOL Convention, Philadelphia, PA, USA (2012, March)
23. Keep Your Students in Mind: Decisions in Classroom Writing Assessment. Paper presented at the Carolina TESOL conference, Asheville, NC (2011, November)
24. Cognitive aspects of L2 fluency: Implications for teaching. Paper presented at the Carolina TESOL conference, Hilton Head, SC (2010, November)
25. Effects of Testing Innovation: The Case of Matura. Paper presented at the East Coast Organization of Language Testers (ECOLT). Washington, DC (2011, October)
26. Pick'n'Joy: English in Macedonian TV Advertising. Paper presented at the International Association of World Englishes (IAWE) Conference. Vancouver, BC, Canada (2010, August).
27. Teaching Methodology for Euro-integration: When Will EFL Become ELF? Visual presentation at the English as a Lingua Franca Conference, University of Vienna, Austria (2010, May).
28. Linguistic and Pedagogical Characteristics Specific to the Macedonian Context. In *EFL Academic Session Reshaping Curriculum for the 21st century*. Paper presented at TESOL Convention, Boston, MA (2010, March).
29. Why NESTs Should Be Aware of NNEST Issues? Paper presented at TESOL Convention, Boston, MA (2010, March).

SCHOOL OF LAW

Andonov Marko, PhD

1. Aspects of Internal migrations in the Republic of Macedonia with special attention on their influence on the demographic and economic development – coauthor, International Conference on Migrations, Krushevo, October 2012
2. Related Parties Transactions and a brief review on the legal regulation of this institute in EU – coauthor, International Conference organized by the ATINER Institute, Athens, Crece, 19-21 December 2012
3. Nekoi aspekti na zastapuvanjeto na akcionerite soglasno Zakonot za trgovski drustva - naucen trud UDK. - original research paper, Godisen zbornik na Praven fakultet pri UGD tip, (ISSN 1857-7229)

(Some aspects of representing shareholders by the Company law – scientific paper UDK. 347.72.036 (497.7) - original research paper, (Annual proceedings of the Faculty of Law at UGD), tip, (ISSN 1857-7229))
4. Andonov M., (2011) “Small and Medium Enterprises in the Republic of Macedonia – a Brief Review on the Legal Regulation” – coauthor, The European Journal of Management and Public Policy, July 2011, European Center for Peace and Development of the University for Peace established by UN
5. Andonov M., (2011) “Related parties transaction and a brief review on the legal regulation of this institute in EU” – Kolegji Iliria, Private Bearer for Higher Education, Prishtina, 2011

Bundaleska Elena, PhD

6. The Business Case for Corporate Social Responsibility in Education, ISSN 1840-4006, published in Proceedings from Business Development Conference 2012, Zenica
7. Трговско право: Трговски друштва, објавен во Прирачник за полагање на правосуден испит (страни 701-745), објавен Декември 2012 година, уредник Прог. Д-р Слаѓана Тасева, ISBN 078-9989-57-883-0

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8. Bundaleska, E. (2011) Corporate Governance in Small & Medium Businesses. Proceedings of the 4th International Conference “Business Development 2011”, at the Faculty of Economics within the University in Zenica, November 2001
9. Bundaleska, E. (2010) Employee motivation – a guide for entrepreneurs: managing people. *Journal of Entrepreneurship and Innovation*
10. Bundaleska, E. (2011) The Business Case for Corporate Social Responsibility in Education, 5th Annual International City-Break Conference: Business and Society in a Global Economy, 19-22 December 2011, Athens, Greece.

Cavdar Kimo, PhD

11. "Grey economy in Republic of Macedonia" (ISBN 978-3-659-29653-6)
12. "Karakteristike pojmova "Trgovac i "Trgovinski ugovor" u odredbama Zakona o trgovačkim društvima i Zakona o obligacionim odnosima Republike Makedonije ("Pravni zapisi "God.III br.2 (2012) UDK347.72 (497.17)

(Characteristics of the notions 'Trader' and 'Trade agreement' in the provisions of the Company Law and the Obligations Law of the RM (Legal Records Year III, No 2 (2012) UDK347.72 (497.17)

Davitkovska Elena, PhD

13. "ELT Methodologies in Challenging the Common Sense – Are they Applicable in the Content Learning Classroom of Higher Education?", Jovanka Jovanchevska-Milenkoska, Elena Davitkovska, Elena Klisarovska, Ivana Trajanoska, *Procedia - Social and Behavioral Sciences*, Vol. 70, Akdeniz Language Studies Conference, May, 2012, Turkey

Elena Davitkovska, MSc, The European Administrative Space, Sixth annual international conference on European integration CONSTRUCTING EUROPE AS A GLOBAL POWER: FROM MARKET TO IDENTITY?, 19 May 2011

Kolozova Katerina, PhD

14. Kolozova K., "Žižek Imagining the Balkans, (2011)" *Psychoanalysis, Culture and Society*. Pallgrave Mcmillan (September 2011), Vol. 16, issue 3, pp. 299-306 [ISSN 1088-0763]
15. Kolozova K., (2011) "On The Status of Gender Studies in Macedonia Today," *Aspasia* Vol. V (2011), Berghahn Publishers, pp. 183-188 [ISSN 1933-2882]
16. Kolozova K., (2011) "Revisiting the Anti-Universalistic Paradigm in Contemporary Feminist Theory," *ProFemina Journal*. Belgrade: Fond B92 (Spring 2011), 79-87
17. Kolozova K., (2011) "The Non-Human and the Political," presentation given at the Conference "Unruly Creatures: The Art and Politics of the Animal" - London Graduate School, Kingston University and the Centre for Arts and Humanities Research, Natural History Museum, London
18. Kolozova K.,(2011) Keynote speaker at the International Conference "Chains of Migration" organized by the University of Ljubljana, 25-26 March 2011. Title of keynote lecture: Investigating the Possibility of a Universalistic Paradigm of Inclusion Beyond European Hegemonism

Mrsik Jadranka, PhD

19. Состојби и ефекти од воведување на Меѓународните сметководствени стандарди во стопанството; истражување на состојбите во Република Македонија, 14-ти Симпозиум на Сојуз на сметководители на РМ, Струга 15.11.2012, 978-9989-747-31-1

(Conditions and effects from introducing international accounting standards in the industry; researching the conditions in RM, 14th Symposium of Accountants Union of RM, Struga, 15.11.2012, 978-9989-747-31-1)

20. Lazarevski, D. and Mrsik, J. (2012) Evolution of the venture capital financing for growing small and medium enterprises in Central and Eastern Europe countries: the case of Macedonia. *Paper presented at the "VIII May Conference on strategic management", Bor, Srbija, May 25-27, 2012*
21. Lazarevski, D. and Mrsik, J. (2012) Reformed Pensions Systems in Central and Eastern Europe: Challenges to future safe pension benefits" – "Europe 2020: Towards innovative and inclusive Union. *Paper presented at the "Seventh annual international conference of European integration", Skopje, Macedonia, May 17th, 2012*

Stankovic Bratislav, PhD

22. Todorovska M, Stankovic B (2011) Triple Helix Innovation Model: Linking the Academia, the Business Sector and the Government - Case Study of Macedonia, *Political Thought, Konrad-Adenauer-Stiftung* 33: 51-63.
23. Stankovic M, Stankovic B (2011) Triple Helix Innovation Model in Macedonia, *International Journal of Knowledge, Culture and Change Management*.
24. Davies E, Stankovic B, Vian A, Woods A (2011) "Where has all the message gone?" *Plant Science* (in press).
25. Stankovic B, Stankovic M (2011) The Selfish Patent: Myth v. Reality. *Case Western Reserve University Journal of Law, Technology & the Internet* (forthcoming, invited review article).
26. Stankovic M, Stankovic B (2011) Beyond 2010: Intellectual Property as a Factor for Economic Development of Macedonia. *Journal of the Macedonian State Office of Intellectual Property* (in press).
27. Link BM, Busse JS, Durst SJ, Zhou W, Stankovic B (2011) Changes in plant form, seed development, and gene expression of *Arabidopsis thaliana* grown in microgravity. *Planta* (in review).

Todorovska-Stankovic Mirjana, LLM

28. Todorovska M, Stankovic B (2011) Triple Helix Innovation Model: Linking the Academia, the Business Sector and the Government - Case Study of Macedonia, *Political Thought, Konrad-Adenauer-Stiftung* 33: 51-63.
29. Stankovic M, Stankovic B (2011) Triple Helix Innovation Model in Macedonia, *International Journal of Knowledge, Culture and Change Management* (in press).

Delova-Jolevski Evica, PhD

1. Evica Delova Jolevska, PhD, Tome Nenovski, PhD, Ilija Andovski, MSc: The Impact of the Accession of Macedonia to the EU on the Banking System, Seventh annual international conference on European integration, EUROPE 2020: TOWARDS INNOVATIVE AND INCLUSIVE UNION, 2012
2. " The EU membership and its effects on the banking system in Republic of Macedonia", First International Conference on Business, Economy and Finance: "From liberalisation to globalisation-challenges in a changing world", University Goce Delcev, Shtip, 13-15 September 2012, Shtip, RM;
3. Delova-Jolevska, E. (2011) Regulatory measures of the National bank of the Republic of Macedonia on reducing the liquidity risk of banks during the financial crisis. *Horizons*, International scientific magazine of University St.Kliment Ohridski, Bitola.
4. Delova-Jolevska, E., Nenovski. T. and Andovski, I. (2012) Banking services in terms of changing environment: The case of Macedonia. *Elsevier, Procedia Social and behavioral sciences*.
5. Delova-Jolevska, E. (2011) Banking services in terms of changing environment: The case of Macedonia. *Conference in Ohrid, University St.Kliment Ohridski, Bitola, Faculty of tourism and hospitality, Ohrid, October, 2011*
6. Delova-Jolevska, E. (2011) Supervision Credit Risk Measures in the Time of Crisis: The case of Macedonia. *Eurasia Business and Economics Society (EBES), Zagreb, September, 2011*
7. Delova-Jolevska, E. (2012) Challenges of the Supervisory Boards from the lessons learned from the crisis. *4th International Conference on governance, Fraud, Ethics&Social responsibility, Antalya, Turkiye, April 4-7, 2012*
8. Delova-Jolevska, E. (2012) Regulation and supervision of the banking system in times of financial crisis: The case of Macedonia. *Global Business Research Symposium, Rome, Italy, June, 2012*
9. Nenovski, T. Delova-Jolevska, E. and Andovski, I. (2011) Banking services in terms of changing environment. *XI International Conference: "Service sector in terms of changing environment" 27-29 October, Ohrid, Republic of Macedonia;*
10. Nenovski, T., Delova-Jolevska, E. and Andovski, I. (2012) The impact on the banking system from the accession of Macedonia in the EU", *Seventh annual international conference on European integration: "Europe 2020: Towards innovative and inclusive union" University American College Skopje, May 17-th, 2012;*

Dodovski Ivan, PhD

11. Dodovski, Ivan. "The Balkans beyond the Balkans: Diasporic Escape as a Nightmarish Homecoming", in: *Literary Dislocations / D placements litt raires / Книжевни дислокации* (eds. Sonja Stojmenska-Elzeser and Vladimir Martinovski), Skopje: Institute of Macedonian Literature, 2012, 129-137

12. Dodovski, I. (2011) "Beli i crni machki vo mrakot: knizhevnata kritika na Atanas Vangelov vo spisaniето "Start" (2011-2004)" *Zbornik od nauchniot sobir posveten na prof. d-r Atanas Vangelov*. Skopje: Filoloshki fakultet "Blazhe Koneski", 2010, pp. 279-289.

(White and black cats in the dark: Atanas Vangelov's literary reviews in the 'Start' magazine (2011-2004), *Annual of the scientific meeting dedicated to Prof Dr Atanas Vangelov*. Skopje: Faculty of Philology, "Blazhe Koneski", 2010, pp. 279-289).
13. Dodovski, I. (2011) "From Xenophobic Fortress To Dystopian Supermarket, Or How Balkan Playwrights Imagine Europe", *6th International conference on European integration Constructing Europe as a Global Power: from Market to Identity?*, UACS, Skopje, 19 May 2011.
14. Dodovski, I. (2011) *New Models of Collaboration among NGOs and Public Institutions*, workshop organized by NGO Association, Ljubljana, 14-15 February 2011.

Milovanovic Zlat, PhD

15. European Citizenship at the Time of Crisis, Seventh annual international conference on European integration, EUROPE 2020: Towards inclusive and innovative union, 2012

Pendarovski Stevo, PhD

16. Replacing the European Union: Eastern Alternatives Awaiting?, Seventh annual international conference on European integration, EUROPE 2020: TOWARDS INNOVATIVE AND INCLUSIVE UNION, 2012
17. Pendarovski S. (2011) Heinrich Boll Foundation Germany Conference "New Turkish Foreign Policy in the Western Balkans", Belgrade, April, 2011
18. Pendarovski S. (2011) "Isolation and Multi-Vector Foreign Policy in Post-Lisbon Europe: the Self-Imposed Dilemma of a Small Nation", UACS Skopje, 5th Conference on EU Integrations, April, 2011

Sapuric Zoran, PhD

19. Zoran Sapurik, PhD, Ninko Kostovski, Phd, Elena Klisarovska, MBA: The Transformation of Institutions of the European Union Towards a Stronger Common Economic Policy, Seventh annual international conference on European integration, EUROPE 2020: TOWARDS INNOVATIVE AND INCLUSIVE UNION, 2012
20. The Future Challenges of European Union Environmental Policy, *Journal of US- China public Administration*, Volume 9, number 9, serial number 83, p.p. 1020-1027, ISN1548-6591, print and on line ISSN 1935-0602, David Publishing Company, USA, 2012.
21. Management plans of the national parks in Macedonia, pp. 33-38, *International Journal of Ecosystems and Ecology Science*, University of Tirana, Agriculture and Environment faculty and Health and Environmental Association, Tirana, Albania, ICTM Value: 3, ISSN – 2224 – 4980, Volume 2/2, 2012.
22. Sapurik, Z. (2011) The Future Challenges of Environmental Education in Macedonia. Journal of International Environmental Application & Science, Volume VI (Issue IV), pp 569-577.

23. Sapuric, Z (2010), The Fulfillments of European Standards about the Environment and Macedonian's Progress. *Journal of International Environmental Application & Science*, 1307-0428 IC™ Value: 6.59, ICID 915364
24. Sapurik, Z. (2011) New European Union Consumer Protection Legislation and the Implementation in Macedonia, *Proceedings of the Sixth Annual International Conference on European Integration, Constructing Europe as a global Power: From Market to Identity ?* pp. 177-195.
25. Sapurik, Z. (2012) The future challenges of European Union Road Safety Policy, Global Security and Challenges of the 21- st Century, *Proceedings of the Annual International Scientific conference*, MIT University, Skopje 2012.
26. Sapurik, Z. (2012) Management plans of the national parks in Macedonia, a paper presented and published in a Book of Abstracts, ISBN : 978-9928-4068-5-9, *International Conference of Ecosystems, Agriculture University of Tirana, and Health and Environmental Association Albania, Тирана, 1-4 June 2012.*
27. Sapurik, Z., Kostovski, N. and Klisarovska, E. (2012) The transformation of institutions of the European Union towards a stronger common economic policy”, *Seventh annual international conference on European integration ,, Europe 2020: Toward innovative and inclusive Union, "University American College" Skopje May, 2012.*
28. Sapuric, Z. (2010) “Lisbon Treaty and the Environment”- University American College Fifth Annual International Conference on European Integration, Conference Proceedings, Skopje
29. Sapuric, Z. (2010) Правна регулатива поврзана со црните точки во патниот сообраќај, Републички совет за безбедност на сообраќајот на патиштата, Скопје
(Legal regulation connected with the black spots in the road traffic, Republic Council for Safety in the Road Traffic, Skopje)

Stefanovska Miodraga, PhD

30. Stefanovska, M. P., Velik, V. S.. (2012) Promotion of social determinants od health. *Medicus*. Vol XVII (1):261-266
31. Velik, V. S, Stefanovska. M. P. and Kostovska, A., (2012) The importance of patient satisfaction. *Medicus*. Vol XVII (1):255-260
32. Velik, V.S, Stefanovska M and Isjanovska R. (2011) Disparities in geographic and economic access to health care - problem or not in R. Macedonia. *Medicus*. Vol XVI (2): 207-213.
33. Stefanovska M, Velik, V.S and Isjanovski V. (2011) Economic and social challenges for equity and equality in health. *Medicus*. Vol XV (1): 353-258.
34. Velik, V.S. and Stefanovska M. (2011) Discrimination and health care utilisation – three level model of operation. *Medicus*. Vol XV (1): 346-.352
35. Velik, V.S, Stefanovska M and Isjanovska R. (2011) Disparities in geographic and economic access to health care - problem or not in R. Macedonia. *Medicus*. (Accepted for printing in *Medicus* for December 2011)
36. Bojadzhiev, M., Tomovska-Misoska, A. Stefanovska, M. and Nikolovska, Z. (2011) Vox Organizationis – theoretical basis and methodological considerations in the development of

an instrument for organizational culture, *14th International Conference: Social Values and Competitiveness in EU, 7-8 October, Sofia Bulgaria.*

Stevkovski Ljubco, PhD

37. "What is there for the Western Balkans to loose from the current EU economic crises?", International Neighbourhood Congress 4-7 October 2012, PROCEEDINGS, From War to Eternal Peace on the 100th Anniversary of Balkan Wars: Good Neighbourhood Relations in the Balkans/ (edited by M. Kinacioglu and others...),2012, page78-79 ISBN: 978-975-491-340-8 page 78-79
38. -"The role of media in building positive social opinion on security structures", Proceedings of the Book of Abstracts from a Scientific Conference entitled "The Role of Media in Product and Services Promotion", Skopje, 14-15.06.2012, Skopje: Marketing, Macedonian Marketing Association, 2012, p.44, ISBN 978-608-4691-00-6
39. "Reform of the Intelligence Sector in Macedonia, dilemmas and possible solutions" Presented at the International scientific conference in 15 of September 2012 in Skopje, Macedonia titled as: „Reform of the security sector in the Republic of Macedonia and their impact in fight against crime ”
40. "Meeting the Challenges of EU Membership and NATO Accession – Macedonia and her Neighbours" presented at the 25th Workshop of the PfP Consortium Study Group "Regional Stability in South East Europe", 27-29 September 2012, Skopje, Macedonia
41. "The role of International Community vis-à-vis SSR in the Western Balkans" presented at the Regional Conference "Security Sector reform as an instrument for Democratization and Peace in the Western Balkans" November the 05, 2012, Pristina

INTERNATIONAL – SCHOOL OF POLITICAL SCIENCE

Gashpar Biro, PhD

42. Teaching International Relations Here and Now. *International Relations Quarterly*, Vol. 1. No. 4 (Winter 2010/4). pp. 1-9. (http://www.southeast-europe.org/pdf/04/DKE_04_A_B_BIG.pdf)
43. Friendship in International Politics. *International Relations Quarterly*, Vol. 2. No.4. (Winter 2011/4). pp. 1-13.(http://www.southeast-europe.org/pdf/08/DKE_08_A_PF_Biro-Gaspar.pdf)
44. A State is a Nation, is a People, a Body, a Community, a Society,. *Annales Universitatis Scientiarum Budapestinensis de Rolando Eötvös Nominatae - Sectio Iuridica*. Budapest, Tomus LIII, 2012. p. 267-338. (http://www.ajk.elte.hu/file/annales_2012_14_Biro.pdf)
45. A State is a Nation, is a People, a Body, a Community, a Society, *Annales Universitatis Scientiarum Budapestinensis de Rolando Eötvös Nominatae - Sectio Iuridica*. Budapest, Tomus LIII, 2012. p. 267-338. (http://www.ajk.elte.hu/file/annales_2012_14_Biro.pdf)

SCHOOL OF ARCHITECTURE AND DESIGN

Bakalcev Violeta

1. Publication of original scientific results in a professional/scientific popular journal: Bakalcev, V., “Белиот пејзаж, истражување на бојата во архитектурата на примерот на зградата на Македонска Опера и Балет” (The White Landscape, colour research in the architecture with an example of the Macedonian Opera and Ballet building), Presing, No 61. December, 2011
2. Bakalcev, V. + METAMAK Kolectiv “Архитектура во огледало, секојдневно и возвишено” (Architecture in a Mirror, every day and elevated), Common ground, Architecture Bienalle 2012, Member States/collaborative event, director: David Chipperfield, 13th International Architecture Exhibition, La biennale di Venezia, Marsilio Editori, s.p.a., Venice (pp 48-50) – 201

Jovanov Ljubco and Grceva Irina

3. “The Urban Growth of Skopje and the Spatial Development of Macedonia 1965-2012” for the SE-50EEE International Conference on Earthquake Engineering, Skopje, Macedonia, 29-31 May
4. Abstract: “The Impact of Copy-Paste Planning: the Case of the Strategy for Regional Development of Macedonia 2009-2019”. Printed in a Book of Abstracts.
5. Abstract: “The Impact of Copy-Paste Planning: the Case of the Strategy for Regional Development of Macedonia 2009-2019”. Electronic version on the Conference CD.

Kocevski Vlatko and Pazardzievska Elena

6. Economic Viability of the new seismic isolation system to be used of R/C building structures, 4th International conference civil engineering – Science and practice, Žabljak, 20-24 February, 2012 <http://www.gnp.ac.me/gnp.htm/>

Ladinski Vladimir, PhD

7. Ladinski, V.B. (2012): Децентрализација на производството на електрична енергија во Обединетото Кралство (Decentralisation of the production of electricity), PRESING (ISSN 1857-7 44X), Year III, No. 14, April, pp. 26-29.
8. Ladinski, V.B. (2012): Нови професии и знаења за потребите на одржливиот развој (New professions and knowledge about the needs of the sustainable development), PRESING (ISSN 1857-7 44X), Year II, No. 12, December, pp. 57-60
9. Ladinski, V.B. (2012): Британски пристапи во доменот на континуираното професионално образование во градежништвото (British approaches in the domain of the continuous professional education in architecture), PRESING, (ISSN 1857-7 44X), Year II, No. 11, October, pp. 19-23.

Annex 8 – Books published during the academic year 2012-2013

Books published during the academic year 2012-2013, listed separately, by academic units.

SCHOOL OF BUSINESS ECONOMICS AND MANAGEMENT

Cripps Jeremy

1. Leaving the Eurozone, Co-author with Chris Payne, Kindle Edition, Amazon Books, January 2012

Delova Jolevska Evica

1. Tome Nenovski i Evica Delova - Jolevska, Pari i bankarstvo (Money and Banking), 2012, UACS - Skopje;

Efremov Krum, PhD

1. Efremov, K. (2011) Маркетинг менаџмент (Marketing Management). UACS edition.

Jankoski Bogoljub

2. "Trends and Challenges of the Contemporary Central Banking - A case study for the National Bank of the Republic of Macedonia", published by "VDM Verlag Dr. Muller", Germany, ISBN 978-3-639-31297-3, paperback, 156 pages
3. "World Economic Crisis and the Operational Efficiency of Central Banks: the Case of Macedonia", published by "LAP Lambert Academic Publishing", Germany, ISBN 978-3-659-33750-5, paperback, 116 pages

Kostovski Ninko, PhD

1. Ninko Kostovski, Virtuelen biznis, realni pari! Ili obratno? Delovni strategii za noviot milenium (Virtual Business, Real Money! Or Vice Versa? Business Strategies for the New Millenium), Grafomak 2012

Nenovski Tome, PhD

1. Nenovski, T (2011) *Прирачник за обука и полагање на стручен испит за инвестициско советување (Manual for Training in and Taking an Investment Councelling Exam)*. KHV of the RM, January 2011
2. Tome Nenovski, Makroekonomija (Macroeconomics), 2010, UACS - Skopje;
3. Tome Nenovski, Makedonija i svetstkata ekonomska kriza (Macedonia and the World Economic Crisis), 2010, Nampres - Skopje;
4. Tome Nenovski, Evica Delova - Jolevska, Pari i bankarstvo (Money and Banking), 2012, UACS - Skopje;
5. Tome Nenovski, Shokovi, ostvaruvanja i perspektivi na makedonskata ekonomija (Shocks, achievements and perspectives of the Macedonian Economy), 2012, Nampres - Skopje;

6. Tome Nenovski, Kimo Cavdar, Mirjana Stankovic, Anita Jovevska: "Grey economy in Republic of Macedonia", LAP Lambert Academic Publishing - Germany, 8.11.2012, ISBN – 13: 978-3-659-29653-6; ISBN – 10: 3659296538; EAN 9783659296536

Petreski Marjan, PhD

7. Petreski, M. (2011) *Monetary-regime Switch from Exchange-rate to Inflation Targeting: with Reference to Developing Economies*. LAP Lambert Publishing.

Petrovska Ilijana, PhD

1. Dodovski, Ivan, Stevo Pendarovski and Ilijana Petrovska, eds. (2012) *Europe 2020: Towards Innovative and Inclusive Union*. Skopje, UACS.

Tomovska-Misoska Ana, PhD

1. Tomovska - Misoska, A. (2010) *Children, social context and the contact hypothesis: Comparative ethnographic case studies of 10-11 year old children in Northern Ireland and the Republic of Macedonia*. Saarbrücken: Verlag Dr. Müller.

Velickovski Igor

2. Igor Velickovski (2010) *Potential costs of euro adoption for transition countries: A case study for Macedonia*, VDM Verlag Dr. Müller.

SCHOOL OF LAW

Andonov Marko, PhD

1. Marko Andonov (2010) "Povrzanite lica vo pravniot sistem na Republika Makedonija" (Depended companies in the Legal System in the Republic of Macedonia), Selektor, Skopje

Bindalevska Elena, PhD

1. Elena Bundaleska (2011) *Market Discipline, Transparency and Disclosure Requirements in Banking*, Lambert Academic Publishing, ISBN 978-3-8465-1491-7

Cavdar Kimo

2. Tome Nenovski, Kimo Cavdar, Mirjana Stankovic, Anita Jovevska: "Grey economy in Republic of Macedonia", LAP Lambert Academic Publishing - Germany, 8.11.2012, ISBN – 13: 978-3-659-29653-6; ISBN – 10: 3659296538; EAN 9783659296536
3. Kiril Cavdar, Kimo Cavdar (2010) „Komentar na Zakonot za parnicna postapka” (Comment on the Civil Procedure Law), second, amended and supplemented edition, Academic Agency, Skopje
4. Kimo Cavdar (2010) Coursebook „Trgovsko pravo” (Commercial Law), UAKS Skopje,
5. Kimo Cavdar (2011). Coursebook „Obligaciono pravo” (Obligations Law), UAKS Skopje

6. Kiril Cavdar, Kimo Cavdar (2011) „Komentar na Zakonot za izvrshuvanje” (Comment on the Execution Enforcement Law), Academic Agency, Skopje
7. Kiril Cavdar, Kimo Cavdar (2012) „Komentar na Zakonot za obligacionite odnosi” (Comment on the Obligations Law), third amended and supplemented edition, Academic Agency, Skopje
8. Kiril Cavdar, Kimo Cavdar (2012) „Komentar na Zakonot za sopstvenost i drugi stvarni prava,, (Comment on the Property Law and Other Property Rights), Academic Agency, Skopje

Mrsik Jadranka, PhD

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2. Dodovski, Ivan and Stevo Pendarovski, eds. (2011). Europe after the Lisbon Treaty. Skopje, UACS.
3. Dodovski, Ivan, Stevo Pendarovski and Ilijana Petrovska, eds. (2012) Europe 2020: Towards Innovative and Inclusive Union. Skopje, UACS.

Pendarovski Stevo, PhD

4. Stevo Pendarovski "Меѓународна безбедност" (2010) (International Security), Skopje, UACS.
5. Stevo Pendarovski "Macedonian Foreign Policy 1991-2011: Aspects of Internal and International Legitimacy", UACS/Magor, 2012;
6. Pendarovski, Stevo, Clarrisse Behar Molad and Ivan Dodovski, eds. (2011). Constructing Europe as a Global Power: From Market to Identity? Skopje, UACS.
7. Dodovski, Ivan and Stevo Pendarovski, eds. (2011). Europe after the Lisbon Treaty. Skopje, UACS.
8. Dodovski, Ivan, Stevo Pendarovski and Ilijana Petrovska, eds. (2012) Europe 2020: Towards Innovative and Inclusive Union. Skopje, UACS.

Klisarovska Elena, MBA

1. Trends and Patterns in Macedonia. LAP Lambert Academic Publishing (2012-11-10). ISBN-13: 978-3-659-29495-2

Annex 9 - Master theses published at SBEM in the academic year 2012-2013

In the academic year 2012-2013 at SBEM, a total number of 11 Master theses were published. Below is the chart with the Master theses defended and published at SBEM for the academic year 2012-2013.

Master Theses

NAME AND SURNAME	TITLE	PUBLICATION YEAR	ISBN
<i>Bleta Begu</i>	Social media and its impact on creating effective marketing communications	2012	978-608-4607-22-9
<i>Edvin Mushe</i>	Analysis of customer relationship management in Macedonian companies	2012	978-608-4607-24-3
<i>Gojart Kamberi</i>	Youth smokers personality, values, brand personality and brand attachment toward particular premium cigarettes' brand in the region of North-West Macedonia	2012	978-608-4607-17-5
<i>Aleksandar Stojanov</i>	Costs and benefits of implementation geographic information system in electric power companies	2012	978-608-4607-20-5
<i>Sofija Karaskakovska</i>	Analysis of the employee motivation factors : focus on age and gender specific factors	2012	978-608-4607-21-2
<i>Gligor Mihailovski</i>	How to boost business innovations in Macedonia	2012	978-608-4607-19-7
<i>Svetlana Kachaniklich-Josifovski</i>	Barriers to career advancement of women in Macedonia		978-608-4607-18-2
<i>Daniela Balukoska</i>	Влијанието на странските инвестиции врз економскиот раст и невработеноста на земјите во транзиција со осврт на Македонија (original title) The Influence of Foreign Investments on the Economic Growth and on the Unemployment in the Countries in Transition with an emphasis on Macedonia (English title)	2012	978-608-4607-16-8
<i>Despina Petreska</i>	Емпирииска анализа на загатката Фелдштајн и Хориоки во транзициски земји, со осврт на Македонија (original title) Empirical Analysis of the Feldstein and Horioka's	2012	978-608-4607-25-0

	Puzzle in Transition Countries, with an emphasis on Macedonia (English title)		
<i>Elena Ilievska</i>	Business models and business strategies: interpretation and central interrelation	2012	978-608-4607-23-6
<i>Nikola Cuculeski</i>	Strategic marketing positioning of Ohrid: comparative study with Bled	2012	978-608-4607-19-9

Annex 10 – Tuition and Fees for different programs

Pursuant to Article 7 and 74 from the Statute of the University American College Skopje, on its 1st meeting held on 28.02.2013, the Directors' Board adopted the following

DECISION

On setting tuition fees for first and second cycle studies in the academic year 2013-2014

1. The Board of Directors set the tuition fees for first and second cycle of studies for the academic 2013/2014 for the units within the University American College Skopje (hereinafter: University).
2. An integral part of this decision is the table with the tuition fees set for the first and the second cycle of studies at the University.
3. The tuition fees specified in the table apply to paying per semester for the first cycle of studies, that is, to paying two equal installments for the Master studies.
4. The decision enters into force on the date of its adoption.
5. The decision is to be submitted to the board members, the director, the deputy director, records office, finance office, and the University archive.

Directors' Board

President

Vladimir Iliev

SCHOOL OF BUSINESS ECONOMICS AND MANAGEMENT

<<<Undergraduate studies for the academic year 2013/2014>>>

Language of instruction	Study program	Tuition fee	5% discount for early registration (by 31.07)	5% discount for paying in cash	Registration fee
Macedonian	Management; Marketing; Finances	€ 2,000	€ 1,900	€ 1,805	€ 400
English	Management; Marketing; Finances	€ 2,600	€ 2,470	€ 2,347	€ 520

<<<Graduate studies for the academic year 2013/2014>>>

Model	Language of instruction	Study program	Foreign students tuition fee	For payment made by 15.08.2013		For payment made after 15.08.2013	
				UACS students tuition fee	Tuition fee for students outside UACS	UACS students tuition fee	Tuition fee for students outside UACS
3+2	Macedonian	Management; Marketing; Finances and Banking; Human Resources	€ 4,000	€ 3,060	€ 3,600	€ 3,420	€ 3,800
	English	Management; Marketing; Finances and Banking; Human Resources, Applied Economics	€ 4,600	€ 3,200	€ 3,780	€ 3,590	€ 3,990
	English	MBA (Master of Business Administration)	€ 5,200	€ 3,980	€ 4,680	€ 4,440	€ 4,940
4+1	Macedonian		€ 3,325	/	€ 2,700	/	€ 2,850
	English		€ 3,705	/	€ 2,835	/	€ 2,990
	English	MBA without concentration For concentration, additional 300 Euro is to be paid.	€ 4,370	/	€ 3,780	/	€ 3,990

SCHOOL OF ARCHITECTURE AND DESIGN
 <<<Undergraduate studies for the academic year 2013/2014>>>

Language of instruction	Study program	Tuition fee	5% discount for early registration (by 31.07)	5% discount for paying in cash	Registration fee
Macedonian	<ul style="list-style-type: none"> ○ Architecture; ○ Interior Architecture; ○ Visual Arts; ○ Architecture and Management 	€ 2,000	€ 1,900	€ 1,805	€ 250

<<<Graduate studies for the academic year 2013/2014>>>

Model	Language of instruction	Study program	Foreign students tuition fee	BY 15.08.2013		AFTER 15.08.2013	
				UACS students tuition fee	Tuition fee for students outside UACS	UACS students tuition fee	Tuition fee for students outside UACS
3+2	Macedonian	<ul style="list-style-type: none"> ○ Architecture; ○ Interior Architecture; ○ Visual Arts; ○ Architecture and Management ○ Building Heritage 	€ 4,000	€ 3,240	€ 3,600	€ 3,420	€ 3,800
4+1	Macedonian		€ 3,000		€ 2,700		€ 2,900

SCHOOL OF COMPUTER TECHNIQUE AND INFORMATICS
 <<<Undergraduate studies for the academic year 2013/2014>>>

Language of instruction	Study program	Tuition fee	5% discount for early registration (by 31.07)	5% discount for paying in cash	Registration fee
English	<ul style="list-style-type: none"> ○ Software Ingenieering; ○ Information Systems Management 	€ 2,000	€ 1,900	€ 1,805	€ 400

<<<Graduate studies for the academic year 2013/2014>>>

Model	Language of instruction	Study program	Foreign students tuition fee	BY 15.08.2013		AFTER 15.08.2013	
				UACS students tuition fee	Tuition fee for students outside UACS	UACS students tuition fee	Tuition fee for students outside UACS
3+2	English	<ul style="list-style-type: none"> ○ Software Ingenieering; ○ Information Systems Management 	€ 4,000	€ 3,060	€ 3,600	€ 3,420	€ 3,800
4+1	English		€ 3,000		€ 2,520		€ 2,660

SCHOOL OF POLITICAL SCIENCE
 <<<Undergraduate studies for the academic year 2013/2014>>>

Language of instruction	Study program	Tuition fee	5% discount for early registration (by 31.07)	5% discount for paying in cash	Registration fee
English	<ul style="list-style-type: none"> ○ International Relations and Diplomacy; ○ International Relations and Diplomacy with Business 	€ 2,000	€ 1,900	€ 1,805	€ 400

<<<Graduate studies for the academic year 2013/2014>>>

Model	Language of instruction	Study program	Foreign students tuition fee	BY 15.08.2013		AFTER 15.08.2013	
				UACS students tuition fee	Tuition fee for students outside UACS	UACS students tuition fee	Tuition fee for students outside UACS
3+2	English	<ul style="list-style-type: none"> ○ International Relations and Diplomacy; ○ International Relations and Diplomacy with Business 	€ 4,000	€ 3,060	€ 3,600	€ 3,420	€ 3,800
4+1	English		€ 3,000		€ 2,520		€ 2,660

SCHOOL OF LAW

<<<Undergraduate studies for the academic year 2013/2014>>>

Language of instruction	Study program	Tuition fee	5% discount for early registration (by 31.07)	5% discount for paying in cash	Registration fee
Macedonian	<ul style="list-style-type: none"> ○ Business Law; ○ Judicial concentration 	€ 2,000	€ 1,900	€ 1,805	€ 400

<<<Graduate studies for the academic year 2013/2014>>>

Model	Language of instruction	Study program	Foreign students tuition fee	BY 15.08.2013		AFTER 15.08.2013	
				UACS students tuition fee	Tuition fee for students outside UACS	UACS students tuition fee	Tuition fee for students outside UACS
3+2	Macedonian		€ 4,000	€ 3,060	€ 3,600	€ 3,420	€ 3,800
4+1	Macedonian		€ 3,000		€ 2,520		€ 2,660

SCHOOL OF FOREIGN LANGUAGES
 <<<Undergraduate studies for the academic year 2013/2014>>>

Language of instruction	Study program	Tuition fee	5% discount for early registration (by 31.07)	5% discount for paying in cash	Registration fee
English	○ Business Communication and Translation in English	€ 2,000	€ 1,900	€ 1,805	€ 400

<<<Graduate studies for the academic year 2013/2014>>>

Model	Language of instruction	Study program	Foreign students tuition fee	BY 15.08.2013		AFTER 15.08.2013	
				UACS students tuition fee	Tuition fee for students outside UACS	UACS students tuition fee	Tuition fee for students outside UACS
3+2	English	○ Business Communication and Translation in English	€ 4,000	€ 1,530	€ 1,800	€ 1,710	€ 1,900
4+1	English		€ 3,000		€ 1,350		€ 1,400